DOCUMENT RESUME

ED 315 019 HE 023 185

AUTHOR	Padula, Mary S.
TITLE	Entering Freshman Transfer and Career Students: A Comparison of Selected Educational Objectives with Recommendations for Transfer and Academic Advisement.
PUB DATE	Mar 89
NOTE	159p.; Appendixes present numerous legibility problems.
PUB TYPE	Dissertations/Theses - Practicum Papers (043) -- Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*College Freshmen; Comparative Analysis; *Educational Counseling; Higher Education; Needs Assessment; *Planning; *Student Attitudes; *Student Educational Objectives; *Transfer Students
IDENTIFIERS	*City University of New York Manhattan Comm Coll

ABSTRACT

The descriptive study investigated the extent to which entering freshman students and transfer students at Borough of Manhattan Community College (BMCC) are enrolled in degree programs that are compatible with their stated educational objectives, transfer intents, and degree intents. Subjects (N=376) enrolled in a mandatory orientation course were given the "Educational Planning Form" (EPF), developed to aid students in identifying their educational plans and needs, communicating this information to appropriate faculty and counseling staff, and choosing educational paths that include appropriate curricula and courses relevant to their objectives. Analysis of the data obtained through the EPF indicated that the transfer students resembled career students in ethnic background, age, employment hours planned per week and the areas in which they would like help. They differed from career students in type of high school certificate earned, certainty of career and program or major goals, amount of education planned, transfer intent, most important reason for attending college, and plans to earn the two-year degree. It was concluded that both transfer and career students could benefit from a program that would address entering students' educational plans. An integrated approach to transfer and academic advisement was recommended. The roles of faculty, students, counselors, and administrators were also addressed. Supplementary materials pertaining to this practicum are appended and a bibliography of 100 citations is also included. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED315019

ENTERING FRESHMAN TRANSFER AND CAREER STUDENTS: A COMPARISON OF SELECTED EDUCATIONAL OBJECTIVES WITH RECOMMENDATIONS FOR TRANSFER AND ACADEMIC ADVISEMENT

by

Mary S. Padula

A Major Applied Research Project presented in
partial fulfillment of the requirements
for the degree of Doctor of Education

Nova University
March, 1989

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mary S. Padula

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

HE 023 185

ACKNOWLEDGEMENTS

This level of educational attainment was made possible by a combination of factors. It represents a dream come true and sets the stage for my next challenge. That challenge is to give back the knowledge I have received.

I thank my major advisor Jane E. Matson as well as the MARP committee members, George Mehallis and Peter Mills. Jane, who demanded perfection and kept asking questions. George, who for the past three and one-half years encouraged me to perform. And, to Peter who personalized the process, with his directness and gift of time.

I dedicate this research effort to the memory of my godmother, Helen Ellis. To my mother who taught me dedication and resourcefulness. To my father who insisted I brought this "headache" on myself. To my brother Roger and Toniette, who believed in me. And most important to my special friend who made me proud of myself, I am grateful.

Abstract of a Major Applied Research Project Presented
to Nova University in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education

ENTERING FRESHMAN TRANSFER AND CAREER STUDENTS: A COMPARISON OF SELECTED EDUCATIONAL OBJECTIVES WITH RECOMMENDATIONS FOR TRANSFER AND ACADEMIC ADVISEMENT

by

Mary S. Padula

March 1989

The purpose of this study was to investigate the extent to which entering freshman students at Borough of Manhattan Community College (BMCC) are enrolled in degree programs that are compatible with their stated educational objectives, transfer intents, and degree intents. Comparisons were made of the stated educational objectives of entering freshman career and transfer students in order to determine if a significant difference existed between the two groups. The issue is that entering students' educational objectives are not presently known and they, therefore, are possibly pursuing degree programs that may not be compatible with their stated goals.

4

The focus of the study was to better address the stated educational objectives of entering freshman students through an early identification program, and to develop an improved transfer and academic advisement system. It was necessary to answer these major research questions: (1) How can the entering freshman transfer and career student be better defined? (2) What procedures can be established to make initial contact with entering freshman transfer and career students? (3) What proportion of students state at the time of entrance that they want to transfer and/or to achieve baccalaureate degrees? (4) Are entering students' educational objectives compatible with their curriculum choices and, how clear are they about their stated educational objectives? (5) What recommendations can be made for the transfer and academic advisement process?

The study was descriptive in nature and, _ex post facto_ in design. It is was assumed that the data collected represented an accurate description of the stated educational backgrounds and plans of the entering freshman transfer and career students at BMCC at a particular point in time. The data collected were used specifically to determine if entering freshman transfer students were significantly different from entering freshman career students regarding backgrounds and educational plans.

The instrument used to investigate the differences between the transfer and career students was the Educational Planning Form (EPF) developed and validated by American College Testing in response to a set of student retention and transfer objectives identified by the Los Angeles Community College District. The EPF is used to aid students in identifying their educational plans and needs; communicating this information to the appropriate faculty and counseling staff; and choosing educational paths that include appropriate curricula and courses relevant to their objectives.

The participants in the study were selected from a mandatory orientation course offered by the Department of Student Life (DSL-101). A random cluster sample selection of intact class sections were made. The total sample size was 376 students enrolled in fifteen class sections.

The responses to the survey (EPF) items were considered separately by current enrollment in either transfer or career curricula. A nonparametric statistical test, chi-square, for testing significant difference was applied, where appropriate, to determine that the difference was a significant difference rather than a chance difference. Additional descriptive data is presented in tabular form by number and percentage of response. The statistical analysis was provided by The American College Testing Program Office of Research.

The analysis of the data indicated that the transfer students resembled the career students in ethnic background, age, employment hours planned per week and the areas they would like help with. The transfer students differed from the career students in type of high school certificate earned, certainty of career and program or major goals, amount of education planned, transfer intent, most important reason for attending and plans to earn the two-year degree. The hypotheses that were tested regarding appropriateness of degree program and educational objectives showed significant differences.

The major conclusion generalized from the research as explanation for the statistical results was that both transfer and career students could benefit from a program that would address entering students' educational plans. An integrated approach to transfer and academic advisement was recommended. Specific recommendations were of a programmatic nature and designed specifically for the improvement of practice. The roles of faculty, students, counselors and administrators were also addressed.

It was recommended that entering students should be surveyed about their educational objectives. A philosophy of academic advising policy was developed to the adopted by the institution. It was further recommended that a task force be organized to consider the recommendations and undertake a formative evaluation.

TABLE OF CONTENTS

Page

LIST OF TABLES vi

Chapter

1. INTRODUCTION 1
    - Statement of the Problem 6
    - Background and Significance 8
    - Research Questions 18
    - Hypotheses 20
    - Definition of Terms 20
    - Limitations 23
    - Assumptions 23
2. REVIEW OF RELATED LITERATURE 25
3. PROCEDURES AND METHODOLOGY 56
    - Population and Samples 58
    - Description of the Instruments 58
    - Procedures for Collecting Data 60
    - Treatment of the Data 61
    - Research Questions 62
    - Hypotheses 65
4. PRESENTATION OF RESULTS 66
5. INTERPRETATION CONCLUSIONS, AND RECOMMENDATIONS 94
    - Purpose 94

Interpretation of Results 95
Conclusions 101
Recommendations 103
BIBLIOGRAPHY 115

APPENDIXES

A. INVENTORY OF BMCC REGISTERED PROGRAMS . . . 125
B. DSL-101 SYLLABUS 127
C. EDUCATIONAL PLANNING FORM 129
D. LIST OF MAJORS AND CAREER GOALS 131
E. ENDORSEMENT LETTERS 133
F. INSTITUTIONAL REVIEW BOARD CONSENT 136
G. INFORMED CONSENT FORM 138
H. FORMATIVE EVALUATION 140

Chapter 1

INTRODUCTION

The Borough of Manhattan Community College (BMCC) was chartered in 1963 as a unit of City University of New York (CUNY). BMCC is a coeducational and diversified community college which offers the Associate degree in the Applied Sciences (A.A.S.), in the Arts (A.A.), and in the Sciences (A.S.), (Appendix A). Transfer students, for the purposes of this study, are defined as students enrolled in curricula that are awarded the A.A. or A.S. degree (Appendix A). Career students, for the purposes of this study, are defined as students enrolled in curricula that are awarded the A.A.S. degree (Appendix A).

BMCC was initially founded as a small, business oriented community college offering programs aimed at serving the business community. However, during the next two decades, the mission of the college changed in response to internal and external factors. Internally, the college´s curricula became more diversified in response to the emergence of new technologies and in an effort to provide programs relevant to the needs and aspirations of the student body. Externally, the advent of City University´s open admission policy in 1970 significantly extended higher educational opportunity to many of New York's underprepared students (Self-study, 1987).

The Commission on Higher Education, Middle States Association of Colleges and Schools (1987:1) details:

> The primary mission of BMCC is to provide career and liberal arts education relevant to the needs, interests, and aspirations of the student body and the community at large. BMCC seeks to provide educational skills and theoretical concepts designed to enable students to obtain entry-level positions in business, industry, and the health care professions; to help those already employed obtain career advancement and enhance their opportunities for career change and mobility. BMCC encourages students to transfer to four-year colleges.

The purpose of this study was to investigate the extent to which entering freshman students are enrolled in programs that are compatible with their educational objectives, degree intents, and transfer aspirations. A comparison was made between the stated educational objectives of freshman career students and transfer students with recommendations for the academic and transfer advisement process.

Knoell (1988:1) addressed a group of educators, urging that community college personnel undertake research on the three A's: access, articulation and assessment:

> These research themes can be linked in turn to three important goals for higher education in the remainder of this century: educational equity, diversity of students and staff, and excellence in teaching and learning.

It was also noted that research should focus on how students make decisions about their education and their lives, an issue critical to improving strategies and programs designed for access and diversity.

The community college, by design, serves as the entry point for many underprepared students who are en route to attaining baccalaureate degrees. Furthermore, the community college plays an integral role in promoting the goal of access to higher education to those who might otherwise be denied the opportunity. Moreover, community colleges have helped to foster and fulfill the educational aspirations of a growing number of students by aiding in the development of the skills and motivation necessary to achieve baccalaureates.

The typical community college is an open-admissions institution with a diverse student body that has a variety of educational backgrounds and needs. The research indicates that community college students are not academically well-prepared for college level work and bring many needs to the community college. These students are often termed "high risk" in the literature and are nationwide overwhelmingly from minority groups (Gilbert, 1979). According to Schaier-Peleg (1984), most come to the community college without clear goals or knowledge about the objectives of the different college curricula. Many need help to decide whether they want to graduate with the two-year associate degree or transfer to reach their goals.

The students enrolled at BMCC reflect the needs, concerns, and trends that are typically found in the literature. Data provided by the Office of the Registrar and the Office of the Dean of Administration and Planning (1983) indicated that the students are sixty-six percent female and eighty percent minority; over sixty percent work full-time; twenty-two percent enter the college with a Graduate Equivalency Diploma rather than a traditional high school diploma. Only fourteen percent have above a 2.5 high school grade point average on a 4.0 scale; about nine percent of the approximately 12,000 students registered have entered the college without a high school diploma. Ninety percent of entering students are required to take remedial work; fifty percent need two or more units of remediation.

All freshmen entering a CUNY college, at the present time, are required to participate in the Freshman Skills Assessment Program. Students are assessed in three skill areas: writing, reading, and mathematics. This assessment is currently used for placement in remedial levels and as required skill level prerequisites for certain courses. An on-line computer registration and degree checklist are currently being developed with planned implementation for Fall semester 1988. The next phase of planning should yield a computer-aided assessment and academic and transfer advisement program that can better individualize the student service program.

The Borough of Manhattan Community College Self-Study (1987:13), prepared for the Middle States Association declared:

> that the College is committed to quality education in a unique urban environment, to excellence in teaching, and to full access to higher education for those who seek fulfillment of personal, career or social goals.

One of the goal statements in the Self-study reads "to enable and encourage, students to make wise and informed choices in setting their academic, career and personal goals" (Self-study, 1987:15). The objectives of this goal are listed as follows:

> (a) To orient all incoming students to a college environment.
> (b) To offer individualized career and personal counseling.
> (c) To provide individualized academic advisement through faculty in each department and program.
> (d) To use appropriate academic, aptitude and interest inventories to assist students and their counselors in establishing educational and career goals which can be achieved through the programs and services of the college, City University and elsewhere.

Furthermore, another major goal is a commitment "to prepare liberal arts and career students to transfer to four-year colleges (1987:16).

The college has only begun to assess its ability to provide the services necessary to achieve the aforementioned objectives. A great deal is left to be implemented at the time of this writing. Students have not been adequately assisted to make the best academic and career decisions. It can be implied that poor choices made in the first year of college can impair the educational advancement of high risk students.

BMCC, similar to other urban community colleges in New York and throughout the United States, is recognizing the importance of assessment, academic advisement, and support services for the success of students and the institution. It is important to collect data on the educational objectives of the students who enter the institution. The data collected in this research effort enabled the college to assess the compatibility of students′ objectives with the curricula the college offers and with what they enroll in. The information provided herein enabled the colleges′ decision makers to more effectively:

1. identify entering freshman students′ stated educational goals and backgrounds;

2. address the services and curricula that will help students achieve their goals, and;

3. make the necessary recommendations for change.

This study was undertaken to assist the college personnel involved in planning the necessary responses to the needs of the entering freshmen.

Statement of the Problem

The purpose of this study was to investigate the extent to which entering freshman students at BMCC are enrolled in degree programs that are compatible with their stated educational objectives, transfer intents and degree intents. The problem is that since entering students' educational objectives are not known they are possibly pursuing degree programs that may not be compatible with their stated goals. The fact is that curricula choices that entering freshman students make may not always support their stated goals. Many students, in a haphazard way, base their choices on limited information about careers or on the required degree to attain the level of employment or education they desire. Since it is difficult to provide the needed information at the pre-admissions phase, there are students who may be following degree requirements that do not adequately represent their intentions. Presently, at BMCC, information about entering freshman students' educational objectives, transfer intents, or degree intents is not obtained.

BMCC needs to offer a comprehensive advisement plan that will help with goal setting, educational degree planning, support service information and transferability of courses. Students must be able to explore various job opportunities and the degree required as preparation for the occupation they choose. They need access to computerized career information systems. Moreover, the students must receive academic and counseling feedback from both the counselors and the faculty in order to reinforce their educational goals.

Background and Significance

It is important to note that, currently at BMCC, the academic faculty have moved into the realm of student development via academic advisement. The counselors are in the classroom teaching a credit-bearing orientation course required of all entering students. Thus, the Department of Student Life, which administers the counseling program, needs to integrate counseling with the academic mission and vice versa; the faculty must give advisement high priority in their associations with students, as concluded in an earlier work on faculty consensus (Elmi, 1975).

The review of the related literature describes faculty participation in advising as varying from perfunctory to a high level of coordination with the academic advising services of the campus counseling center. Faculty members at BMCC play an integral role in academic advisement, and are directly involved in a six-week period of advisement each semester. Academic advisement is mandatory at BMCC for all students preparing for the following semester. Academic advisement of entering freshman students is the most crucial and, at present, the most problematical issue. It is a high anxiety process for both students and faculty members.

Cohen and Brawer (1987), commenting on advisement conclude that it is not all it might be. They describe counselors as overworked and faculty members as only marginally involved in advisement. It was further stated that there is minimal communication between faculty and counselors. Additionally, it is almost impossible for either counselors or faculty to keep up with the multiplicity of requirements associated with numerous college programs.

Donovan, Schaier-Peleg and Forer (1987:37) document, "as evident as the need is, support services are not easy to deliver." They comment that part of the problem is that counselors and faculty most times act autonomously, and that often their behavior borders on antagonism (Donovan et al. 1987). Despite this, the counselors should not be the only ones disseminating information to students, as both the faculty and counselors must work together to provide the guidance that is necessary.

Knoell and Medsker (1965:68) state:

> The counseling function might be regarded as equal in importance to instruction in the junior college, at least to the very large numbers of students who enter with no clear notion of what they hope to achieve, nor of their ability to achieve the various objectives open to them.

They maintain that there may be a number of tenable routes to the baccalaureate. However, students will need to be assisted in evaluating the choices and adopting a plan.

Elmi (1984:26) asserts that (BMCC) has a special mission to perform in educating its students. He noted:

> ...that the primary mission emphasizes the providing of education and, that the counseling and student services implementation of this mission is phrased in terms of the learning process. Thus, the college has defined its counseling functions as integrated with the overall educational mission of the institution.

It was concluded that there was an intense need for counseling and advisement at BMCC. The implication is that too few students are benefitting because of this lack of integration and coordination.

The orientation of new students at BMCC was revamped in 1981 with the implementation of a mandatory orientation course, DSL 101: "Introduction to Academic Life and Skills" (Appendix B). Counselors now have fourteen sessions in which to orient students to the college. However, the initial registration process requires explaining to new students the mechanics of registration and planning a schedule. The academic advisement process is handled by faculty under great duress. The result is, at best, a frustrating process for both faculty and students.

Although BMCC does require an orientation course, the counselors are hard pressed to adequately cover all the topics that new students need to master in order to achieve a successful transition into college life. Many urban community college students are the first in their families to attend college and are often unfamiliar with what they need to know to be successful students. It is imperative for community colleges to take direct steps to provide the information because so few students actively seek it out for themselves. Moreover, community college personnel must more accurately predict the type of services students need and, then, to assure that the appropriate services are provided by both faculty and counselors. (Donovan, Schaier-Peleg and Forer, 1987).

The Report to the Faculty, Administration, Trustees, and Students by the Evaluation Team representing the Commission on Higher Education of the Middle States Association of Colleges and Schools (1987) noted that the student advisement system at BMCC seems to create discomfort for both faculty and students. Here again, Middle States (1987:9) recommended that there should be more coordination between the Counseling Department and the Academic Division because students usually need assistance in the process of clarifying their educational objectives and developing plans during their initial semester. Additional comments from the Commission (1987:7) included a recommendation that the Curriculum Committee undertake a review of the curricula to determine if it is compatible with BMCC's Statement of Mission and Goals. It appears that there has not been formal programmatic review of the curricula since the 1970's; and formal written direct-transfer articulation agreements with four-year institutions have not been aggressively pursued in a concerted manner by all of BMCC´s academic departments. Many of the programs that were designed as career curricula may need to be revised to more adequately meet students´ intentions.

One of the barriers for students, who hope to achieve the baccalaureate or hope to transfer successfully is the incorrect choice of associate degree programs. The Associate Dean of Faculty for Articulation and Instruction at BMCC has determined that their is a need for early identification of students who intend to transfer to four-year colleges, if not as a part of the admissions process, then during the initial semester. Data must be collected on students´ educational needs and goals. The assertion is that the academic advisement process and the coordination of transfer counseling cannot be properly effected without knowledge of the entering freshman student´s educational objectives.

It can be implied that the choice of careers curricula, which are designed as programs preparing for employment, is not necessarily a sign of the diminution of the transfer function, because many of these students do indeed transfer to senior institutions. The degree awarded to graduates of the careers curricula is usually the Associate in Applied Science (A.A.S.) degree. The graduates of the programs in liberal arts and sciences or transfer curricula are usually awarded the degree of Associate in Arts (A.A.) or Associate in Science (A.S.)

degree. A recent audit study conducted by the CUNY Office of Academic Affairs and The Office of Institutional Research (1987) found that of the students completing the associate degree and transferring, nearly half had earned the A.A.S. degree. Likewise, Roxbury Community College in Boston studied this occurrence and it was found that students earning A.A.S. degrees completed transfer applications at about the same rate as students earning A.A. degrees and were about as likely to persist and complete the baccalaureate (Donovan, Schaier-Peleg and Forer 1987). The designations currently in use, i.e. liberal arts or transfer, career curricula and career programs, do not always accurately describe students' intentions. Therefore, it is significant to investigate whether or not career or transfer curricula are being used by students as they were traditionally designed.

Cohen and Brawer (1987:18) ask the question:

> Should the community colleges devise associate degree programs that are self-contained, or, since most of the students who gain degrees will be transferring, should the degree be keyed to the expectations of the receiving institutions?

Indeed, many students in career programs do transfer and discover that substantial course work is yet required to attain a bachelor's degree. In conclusion, Cohen and Brawer (1987:21) state:

> This irreconcilable feature is endemic to community colleges, since sizeable proportions of their students want to be prepared for careers but do not want to foreclose their options for further studies.

The above is valid, however the concern here is, that perhaps, there is a lack of accurate information about what the curriculum and degree are designed to provide a person upon completion. The terms and designations may be understood by the faculty and staff in the institution, but, for example, when a student at BMCC who wants to be an accountant enrolls in an accounting career curriculum without the benefit of this understanding, he or she might have been better served by a transfer curriculum. It is possible that if students were aided by proper academic, career, and transfer advisement and their intentions were known they would not place themselves in career curricula, but in curricula designed for transfer.

Bensimon and Riley (1984) found in a nationwide survey administered in public two-year colleges having at least one-third minority enrollment that more than fifty-two percent of the respondents claimed transfer was their primary reason for attending college. More than seventy-four percent of the respondents expressed the intent to obtain a baccalaureate degree. Thus, these figures indicate that it is important to address the transfer function and the perceived barriers to a smooth transfer.

Cohen and Brawer (1987:180) concur that in order for transfer rates to increase:

> ...those who do intend to transfer must be identified early in their collegiate career; by the time they

> have applied for graduation or their transcripts to be sent, it is much too late.

They urge defining the potential transfer cohort when the students matriculate so that the needed support services can be targeted and strengthened. Success will come about only when efforts are coordinated rather than implemented on a piecemeal basis They conclude, that if the potential transfer is defined, the necessary services to support their goals can be targeted. Then, transfer can be enhanced when students' goals or intents are known and responded to.

The Urban Community College Transfer Opportunities Program (UCC/TOP) is a program funded by the Ford Foundation in 1983 to improve the transfer process from community college to the four-year college or university for urban community colleges. It is a program designed to help community colleges strengthen their academic and support programs so students will be better prepared to go on to the four-year college. In summary, the Urban Community College Transfer Opportunities Program (UCC/TOP) urged urban community colleges to collect the data necessary to provide students the services and information necessary for them to better plan their academic programs and to better prepare for transfer. Donovan, Schaier-Peleg and Forer (1987:21) urge:

> Community Colleges should gather comprehensive information from newly admitted students which may include: precollege characteristics, both academic

> and personal; placement test scores, reasons for attending college; career goals; intent to transfer, demographic characteristics; and employment status.

It was asserted that because of the absence of background information about students, faculty are not able to offer students their best efforts. Counseling must be provided based on the early identification of educational objectives and data about each individual student.

Counseling about college and curriculum choice should be qreatly improved. "Counselors must become aware of the interdependence of the various levels and segments of education and of the need for long-range planning by the students" (Knoell and Medsker 1964:109). The need for both counseling and academic advising is often acute for freshman students since many are unsure of themselves or uncertain that their decisions and choices are the proper ones. The conclusions Knoell and Medsker (1964) reached continue to be relevant today.

In summary, it is well documented that a high percentage of students in occupational programs cited the baccalaureate degree as their ultimate objective (Cross and others, 1974; Workman, 1974; Wynne, 1968). Koltai (1984) advocates the implementation of academic advisement procedures to help close the gap between the large number of students who say they want to transfer and the small number who actually do so. The fact may be that community colleges alter student's aspirations by enrolling them in programs that may not be compatible with their intents. It is difficult to ascertain whether or not students are being helped to achieve their goals without reliable data.

Schinoff and Kelly (1982) outlined reforms taking place at Miami-Dade Community College that focus on the improvement of advisement and counseling. The objective of this program is to provide accurate and up-to-date information and to emphasize guidance and counseling. The system that was developed utilizes computer technology and reliance on all of the faculty members to provide advisement to students.

Schinoff and Kelly (1982:72) state:

> If there is a universal criticism of colleges and universities across the country, it is probably the lack of sophistication and precision in the academic advisement process. At best, it is hit and miss at most institutions and, at worst, nonexistent at other institutions. It is a multifaceted problem--one of volume, of trying to spread the large number of students across the small core of skilled advisors--and this suggests that the general faculty must be used to some extent in the process. It is a matter of information flow. Overall, it is a difficult communications and logistic job to arm the faculty with all the pertinent information they need in order to help counsel the student into the right program, make the proper course selections, and guide the student toward a career objective.

The significance of this study may be viewed in terms of the effectiveness of the community college in implementing its educational objectives. The early identification of student intentions is crucial to the success or failure of the educational institution in pursuing and fulfilling its goals. There is a growing body of literature that focuses upon the intents of students and the need for effective counseling and academic advisement to help students to achieve their goals. Little of the literature, however, reports attempts to match their decision making and educational planning with the purposes of the associate degree offerings at the community college en route to the baccalaureate. Thus, the need exists for research that will not only determine if students' educational objectives are being met by their choice of curricula; but also will provide data that shed light on the relationship, if any, between the stated intents of transfer and career students.

Major Issues and Research Questions

This Major Applied Research Project will examine the educational objectives of transfer and career students in the entering freshman class of 1988 at BMCC. The purpose of this project was to investigate the extent to which entering freshman students are enrolled in degree programs that are compatible with their stated educational objectives, transfer intents, and degree intents. The focus was on the possible differences of stated educational objectives, at the time of entrance, between the transfer and career students.

The study included but was not limited to the following research questions:

1. How can the entering freshman transfer and career students be described?

2. What procedures can be established to make initial contact with entering freshman transfer and career students?

3. How can the initial educational objectives of entering freshman transfer and career students be better addressed?

4. What proportion of entering freshman transfer and career students state that they intend to transfer?

5. What proportion of entering freshman transfer and career students state that they intend to achieve the baccalaureate degree?

6. Are entering freshman transfer and career students enrolled in degree programs compatible with their educational objectives?

7. How clear are entering freshman transfer and career students about their educational objectives at time of entrance?

8. What recommendations can be made for the transfer and academic advisement process?

9. What should be the roles of the faculty and counselors in the process?

The answers to these questions provided the necessary information to develop an integrated approach to transfer and academic advisement based on the identification of the entering freshman students' educational objectives. Furthermore, the information provided supported the need for this project.

Hypotheses

The hypotheses tested in this major applied research project included:

1. There is no significant difference between the stated degree intents of entering freshman transfer and career students.

2. There is no significant difference between the stated educational objectives of entering freshman transfer and career students.

3. There is no significant difference between the stated transfer aspirations of entering freshman transfer and career students.

Definition of Terms

The following terms were defined for this major applied research project:

1. A.A. or A.S. degree - a degree awarded to the graduates of programs in liberal arts and sciences upon the completion of a course of study.

2. A.A.S. degree - a degree awarded to the graduates of career curricula upon the completion of a course of study.

3. Academic Advisement - a multifaceted activity that ranges from being a prescriptive, mechanical, course scheduling, information dissemination, and program planning to a decision making process that explores, integrates and synthesizes a student's life, academic, and career goals.

4. Articulation - flow of students through the institution; or method or process of joining together; and/or interrelationships among various levels and segments of an educational system.

5. Baccalaureate degree - a degree awarded to a student who has completed the undergraduate studies at a college or university.

6. Career curriculum - curriculum intended to serve students seeking employment at the completion of their studies at the associate level; sometimes referred to as vocational curriculum or terminal curriculum.

7. Career students- students enrolled in curricula that are awarded the A.A.S. degree.

8. Counselors- professionals with advanced degrees and special training in the developmental needs of students who work in confidential relationships with individuals and with groups; and help students deal effectively with their personal, academic and social concerns so as to develop and grow toward appropriate educational and vocational goals.

9. Curriculum - is the aggregate of courses of study given in a college or university.

10. Department of Student Life (DSL) 101 - is a one-credit one-hour orientation course that is mandatory for all new entering freshmen at BMCC. The course offers academic skills training, personal development and career information.

11. Educational objectives - include degree intent, most important reason for attending college, and transfer intent as determined by responses to an ACT educational planning form.

12. Entering freshman students - students who did not report any previous college credits.

13. Liberal arts - the course of instruction at a college comprising the arts, natural sciences, social sciences, and the humanities.

14. Transfer - an intention expressed by some students who take community college classes; and a behavior manifested by those who eventually matriculate at a four-year college or university.

15. Transfer students - students enrolled in curricula awarded the A.A. or A.S. degree.

16. Urban colleges - colleges and universities that may have heavy concentrations of minority students and are usually located in metropolitan areas.

Limitations

The following limitations were identified for this major applied research project.

1. The results of the data were limited to the students who had enrolled at BMCC and may not be generalizable.

2. The questionnaire relies on student self-report.

3. The results were limited to students who participated in filling out the Educational Planning Form.

4. The stated educational objectives of entering students may change over time.

5. The results are limited to the period of time involved in this study.

Assumptions

The following assumptions were made relative to this major applied research project:

1. It was assumed that the students will respond honestly to an assessment tool that pertains to their educational objectives.

2. It was assumed that an adequate response rate would occur.

3. It was assumed that the entering students participating in the study were representative of the general population of entering students at BMCC.

4. It was assumed that the students enrolled in the curricula awarded the A.A. or A.S. were transfer students for the purposes of this study; and that the students enrolled in the curricula awarded the A.A.S. were career students.

5. It was further assumed that what was learned about the educational objectives of career and transfer students would serve as a basis for an improved academic and transfer advisement process.

CHAPTER 2

REVIEW OF RELATED LITERATURE

There are a variety of independent beginnings of the earliest two-year colleges. According to Eells (1931:57), "what might be called the earliest junior college is to be found at Newton, Maryland where the first Catholic College was opened in 1677." Palinchak (1973) states that the initial period of development for two-year colleges started around 1835. They generally were private academies that offered elementary, secondary, and collegiate courses in varying amounts. The comprehensive academy served all curricular functions, including transfer, terminal, and vocational-technical programs with such offerings as bookkeeping, surveying, and navigation, in addition to collegiate level courses. Stanley (1965) writes that in 1851, Lasell Academy offered a complete curriculum which included two years of post-secondary schoolwork that was definitely on the college level.

According to Palinchak (1973:25-26), another institution that served as a prototype is Vincennes University (Indiana) which, prior to 1880 announced in its catalog a broadening of its then preparatory function:

> Our course of study is designed to meet the needs of those who desire a thorough, practical, and liberral

> education, and who yet do not have the desire or opportunity of spending four years in a collegiate course. Anyone so desiring it can enter advanced classes in any college, after thoroughly completing the course. (Palinchak 1973:25).

The Catalog for 1984-1885 stated:

> The certificates of work completed here will enable graduates of our classical course to enter the Junior class of any State University without examination.

And the 1889 Catalog, stated:

> Its graduates are admitted to junior standing in all the best universities. (Palinchak 1973:26).

De Witt Clinton, among the first students to be admitted to Columbia after the Revolution, was admitted as a junior because of substantive work done at an academy in Kingston, New York. Another influential proponent of the junior college concept was also to receive academy training, Henry Tappan, first president of University of Minnesota, entered Hobart as a sophomore after attending Ovid Academy (Doran, 1969).

Monroe (1972) reports that William Rainey Harper, the first president of the University of Chicago is often referred to as the "Father of the Junior College". He influenced the establishment of two private junior colleges in Chicago and the first public junior college in Joliet, Illinois, in 1901. Harper wanted to purge the university of the first two years of college work. He was attempting to institute an American version of the German pre-university preparatory school. Harper regarded the junior college as the place where many students who would not otherwise do so would undertake at least two years of college work (Monroe, 1972). Historically this marked the beginnings of public community colleges offering college work for less affluent and less able high school graduates.

Concurrently, two university educators in California were most noted for the early development of the junior college movement. They were Alex F. Lange, dean of the School of Education of the University of California from 1906 to 1924, and President David Starr Jordan of Leland Stanford Junior University. Their motivation was to protect the integrity of the university by chanelling less academically able students into junior colleges. However, Lange went further in his vision in viewing the junior college as a fulfillment of the goal of universal education; he wished the junior college to promote general welfare as the sole reason for its existence. University preparation should not be its excuse for being; and the courses of instruction and training to be "culminal rather than basal" (Monroe, 1972:11).

Thornton (1966) characterizes the evolution of the two-year college in three stages which are related to the purpose and function of the institution. Thus, 1850 to 1920 becomes a period of education for transfer; 1920 to 1945, a period of expanding occupational programs, and 1945 to the present, the period in which the junior college began adding community services, thus evolving into a community college. These classifications bring us to the current dilemma of mission found in the present day community college. Smith, Joshua L. (1985:8) poses the question, "Should we be degree-granting institutions or transfer institutions?" The sentiment expressed was that it is not an either or proposition because the community college is a transfer institution and it also grants degrees. He noted that this was not a problem in 1894 when the junior college of Chicago University granted its first Associate of Arts degree to students transferring to the senior college.

Tillery and Deegan (1985) prefer to refer to the four developmental periods the community college as generations. They detail (1985:4):

Generation 1: Extension of High School (1900-1930)
Generation 2: Junior College (1930 -1950)
Generation 3: Community College (1950-1970)
Generation 4: Comprehensive Community College (1970 - mid 1980's)

The fifth generation is still an emerging institution. There is a dilemma of mission and program balance that still exists. The authors contend that the traditional academic definition of mission can not be viewed in a vacuum, as the needs of the students will be just as important in defining mission. This will be the challenge for the fifth generation.

Brick (1965:23) delineates the four basic social and economic forces that led to the junior college idea:

> (1) equality of opportunity, (2) use of education to achieve social mobility, (3) technological progress,

> and (4) acceptance of the concept that education is the producer of social capital.

Therefore, barriers were broken and every citizen was encouraged to advance their education. The American people wanted their sons and daughters to go to college in preparation for a better job or greater earning power. Every advance in technology reduced the need for unskilled labor and opened employment opportunity for those who had training beyond high school. Coincident was the fact that higher education was now not viewed as an individual matter, but that national security and welfare depended on human resources.

Historically the earliest ideas defining junior colleges fostered a local institution designed to provide the community's youth with transfer and terminal curricula. It removed geographic and economic barriers to educational opportunities and provided access at low cost. Later, it was to assume the function of community service and began to work more closely with industry, business and the military. The spirit was that from the beginning the junior colleges were urged to see their functions as broad rather than narrow (Monroe, 1972).

Knoell (1982) attests that the earlier junior college served well the group that after high school did not know what they wanted to do but wished to keep their options open with respect to working toward a baccalaureate. Junior colleges offered opportunities for this group to explore both educational and vocational interests with good guidance and counseling, before making a commitment to a baccalaureate program or occupational preparation.

Cohen and Brawer (1982) report that the functions of the community college encompass transfer preparation, vocational-technical education, continuing education, remedial education, and community service. According to Cohen and Brawer (1982:15),

> The academic transfer or collegiate, studies were meant to fulfill several institutional purposes: a popularizing function, a democratizing pursuit, and a function of conducting the lower division for the universities.

Indeed, the notion of linear function, pertaining to the community college, is a current issue regarding these institutions´ role.

Community colleges have several special functions to perform in a coordinated system of higher education. According to McConnell (1962:54), the proponents of the junior college, as a distinct institution, have charged it with heavy responsibilities. Among the functions which are usually ascribed to two-year schools, the following are particularly significant in a diversified educational system:

> (1) providing terminal curricula of two years and less in length.
> (2) providing curricula preparatory to advanced undergraduate education in four year institutions
> (3) providing general education for all students terminal and preparatory.
> (4) aiding students to make educational and vocational choices that are consistent with their individual characteristics, and

> (5) offering a wide range of general and special courses for adults.

> Monroe (1972:59) adds:
> that the one part of the community college curriculum which has been offered abundantly, enthusiastically, and almost universally is that part which prepares students to enter the senior colleges and universities.

He maintains that even today the transfer program has not been reduced to second place. Students rate it highly because they want credits that other colleges will accept and they express fear and doubt about whether this will be possible; one result being a negative tug or influence when they select courses. The result is that community colleges are striving to meet the goal of providing adequate transfer programs; and, senior colleges are welcoming transferring students via clearer articulation designs.

Smith, Alan D. (1984:5) describes the transfer, preparatory, or the college-parallel program as an aspect of curriculum that is aimed at the needs of a large sector of the student population who intend to transfer to a baccalaureate degree granting college. In fact the transfer program was the first program to be offered in the community college. He further concludes that the transfer program still plays a dominant role in curriculum development in most two-year colleges.

Community colleges were the second generation of the junior or two-year colleges and the functions were further enlarged. The public viewed the colleges' primary role to provide entry-level job preparation, and accordingly the enrollments in occupational programs grew during the 1960s. Knoell (1982:6) states:

> At first, "liberal arts" was synonymous with transfer education while occupational education was viewed as "terminal". This dichotomy began to blur as students in occupational programs found that they could transfer to four-year institutions and students in liberal arts programs stopped enrolling after one or two years. Still others combined occupational and liberal arts education in programs of their own design, for much of which they received baccalaureate credit if they transferred.

Kintzer (1973:146) points out that what was formerly recognized as transfer - versus terminal education, is now occurring as liberal arts - versus - career education. Cohen and Brawer (1987) report that universities award credit toward the baccalaureate for liberal arts classes as well as many courses not in the liberal arts.

However, it is not uncommon to find colleges at the two-year level whose occupational or career enrollments exceed transfer enrollments (Smith, 1984). Lombardi (1978) reports that the turning point for occupational education was in the mid-1960's when the Bureau of Labor Statistics reported that forty percent of all students in two-year colleges were enrolled in career training programs, and occupational curricula represented two-thirds of the total offerings. Additionally, it is reported that there was an increase in the federal support of these programs in the 1970's.

Higher education in America, with its emphasis on preparing persons for the ministry, began with a strong commitment to the goal of education as preparation for work. Then the goals of American higher education broadened to include preparation for living. Therefore, education, as preparation for work, should not be reduced or penalized as the less preferred route to the baccalaureate degree.

Willingham holds that there are basic dilemmas created by the dual role of the community college. "On the one hand, it serves as the lower division for standard baccalaureate programs; on the other hand, it reaches out to many students who have little interest in those programs" (Willingham (1972:18). He concludes that the community college has two masters: its own educational commitment and its responsibility to prepare transfer students. This is not easily reconciled.

Hoyt (1977) envisioned career education as an attempt to bring vocationalism and the liberal arts together in a compatible conceptional framework. The two in combination will contribute to the importance of higher education. He referred to the fact that the most frequently given reason for attending college given by entering freshmen is to ready themselves for employment.

Hoyt (1975) attests:

> If a particular college or university does not include education, as preparation for work, among its prime goals, I simply ask that it make this clear to

> the students who attend, the parents who pay the tuition, and, if appropriate, to the taxpayers who subsidize the institution.

He generalizes that more education makes one better prepared to find employment even though the optimum amount of education required as preparation varies widely from occupation to occupation. However, it is clear that the college degree will become the necessary condition for employment, even though it will not necessarily guarantee employment (Hoyt 1985). Indeed, degrees are often used as indicators of attainment (Koltai, 1984).

Specifically, it is no longer feasible to debate the relative merits of vocational and collegiate education since the two are not competitive, they are merely phases of a single process. Academic and vocational aspects of any program should be complementary to and compatible with each other. Career programs should not be essentially terminal in nature, as lifelong learning continues to flourish and is more realistic for today's students. Community colleges evolved with the promise of meeting the need for flexibility and diversity. Likewise, each step in the continuum should not raise fears about qualifying for the next. In fact the community college evolved with the promise of serving its people with diversity, equality and equity of educational opportunity.

According to Richardson and Bender (1985:iii):

> An implicit assumption is that students who begin in an open access institution will, if successful, be

> able to move to other institutions providing different and more advanced opportunities.

The authors argue that in urban areas, the greatest challenge to the goal of equal opportunity still exists. Minority students and urban students can not be shortchanged in attempts to help them achieve the baccalaureate degree; because it provides life options that improve earnings, productivity, and self-image. Additional opportunities should become a national social objective as well as an educational one.

Minorities have accessed higher education primarily through two-year institutions, especially in urban areas. However, their representation in four-year colleges needs to be addressed. Strengthening the transfer function of the community college, as well as reducing the barriers to successful transfer, are formidable tasks. Donovan, Schaier-Peleg and Forer (1987) found that minority students simply do not transfer to senior colleges and universities in the same percentages as do white students. Castillo (1984) describes that the majority of minority students are still first-time college attendees, represent a lower income level, and are more likely to be working and studying. He conclude that with these characteristics, few minority students successfully negotiate the community college and the complex transfer function.

Richardson and Bender (1985:12) describe community college students "as wanting the best of both possible worlds, immediate help in finding employment and transfer credit." They maintain that there is an emphasis on vocational education at the community college; and the amount of attention it is given seems to be directly proportional to the percentage of minority students enrolled at an institution. They suggest that in order to help minority students, one must find out why they enroll in community colleges and which ones want to transfer. Schaier-Pelleg (1984) comments that identifying transfer students early is sufficiently unusual nationally, among community colleges, to constitute innovative strategy. Farland and Cruz (1982) indicate that while most colleges have mechanisms for identifying students' educational goals, very few use them in any systematic way to provide information or assistance. They expect students to seek out advisement and assistance. However, students in community colleges traditionally fail to exercise this initiative.

Three broad goals access, equity and excellence (quality) have been enumerated as priorities for the public post-secondary education sector in Florida. They are committed to increase and enhance the participation of minority and disadvantaged students in post-secondary education. Bender and Chalfant (1986:48) cited a dean at one of the Florida community colleges who observed:

> We must recognize the difference between racism and subcultures as deterrents to post-secondary education. When the color of one's skin influences academic advising or grades in courses, you have racism. When it is an inability to communicate because of difference in dialect or when a student doesn't seem to attach the same importance to homework and report writing, you have a problem of different cultures. Each requires its own strategy if we are to achieve true equalitarian goals.

Bender and Chalfant (1986) warn that the problem confronting the state of Florida is not unlike that confronting the rest of the nation where participation rates suggest a student's socio-economic status is a predictor of entry to baccalaureate programs as well as persistence and success.

A very high percentage of urban minority students enter into higher education through the community college. However, Richardson and Bender (1985) maintain that minority students' aspirations for baccalaureate degrees are high. One major problem is that these students are more likely to enter a vocational program than a transfer program. A result is that their options are sometimes limited when they enroll in career programs. Fife (1985) maintains that the disjunction in fact occurs as the students opt for choices of majors that are linked to immediate job entry.

According to Kissler (1982), some students enter the community college with strong vocational goals and are committed to completing programs that are required for specific jobs. Some plan only to take a few vocational courses that will enable them to move quickly into the labor market. Others already have jobs and take courses to help gain promotions or to change careers. Another group enrolls in career courses but wants to complete the baccalaureate degree. "The task of determining who is enrolled for what reasons is far from simple" (Kissler 1982:22).

Kintzer (1973:1) points out:

> In performing its traditional transfer function, the community college acts as middleman in the educational system. More an open door than a selective institution, the community college generally accepts any high school graduates within its district.

Underlying this assertion is the premise that students will be prepared for advanced study in senior colleges and universities. Kintzer (1973) maintains that the community college is the equalizer of post-high school educational opportunities. Moveover, he concludes that education must be recognized as a continuous process.

Cohen and Brawer (1987) refer to the American community college as the link between the lower schools and establishments of higher learning. It was discussed that despite the many additional roles they have adopted the original function remains an essential component of their mission. And, for the students seeking entry to institutions of higher education, "it remains a cornerstone of the community college" (Cohen and Brawer 1987:xi).

It is necessary to take seriously the notion that transfers ought to succeed in upper division colleges and that the professionals in both the two-year and upper division campuses have a responsibility to assist not simply the access but also the success making process (Moore, 1981). Tinto (1975) comments that unrealistic preceptions of the difficulty involved in transferring may prevent some students from exploring the transfer option. Findings of the study conducted by Hendel, Teal and Benjamin (1984) reveal that most of the early research on the difficulty of transfer policies and procedures has found its way into students' perceptions such that students believe the process is more difficult that it is.

Brawer (1984:2) questions:

> Why do so few students complete community college programs and earn associate degrees? Why do so few transfer? One reason is that the increased enrollments resulting from recruitment drives include a large number of students who either demonstrate only a casual committment to college studies, or who feel they can attain their goals without the degree.

In addition, Brawer (1984:2) concludes that the attrition rates may have something to do "with the kinds of counseling and guidance the students receive in clarifying and attaining their academic career goals." There does not appear to be any definitive answer to the question posed.

Current national studies describe that only about one in ten students in community colleges who aspire to complete a baccalaureate degree do so (Friedlander, 1980). Community colleges presently enroll fifty-five percent of all freshmen and sophomores and few students who attend these colleges transfer and finish a four-year degree (Blustein 1984). Transferring to the community college student meant a delay of two more years before entering an already uncertain job market in an economic climate seemingly indifferent to a baccalaureate degree (Baron, 1984). Two more years is a very long time for students most likely to be the first from their family to attend college and from the lowest of the economic scale. Moreover, Cross (1968) notes, many students in junior colleges are uncertain of their ability to succeed academically in a four-year program.

Breneman and Nelson (1981) conclude that a narrowing of the curriculum, together with low completion rates in community colleges was evidence that community colleges do not really serve the interests of students who intend to pursue careers that require baccalaureates. Willingham (1972) reflects that students often choose the community college because they are not sure what they want to do. "This educational/career uncertainty places special strain on the college to provide personnel services equal to the career guidance needs of its students" (Willingham, 1972:18). Educational planning must be addressed by the community college counselors. The problem is further exacerbated by the fact that for the majority of students two-year institutions serve, these schools are the only choice some students have. The means of informing students on appropriate programs and support services must be improved. Menacker (1975) emphasizes that coordination, information, and effective student counseling is lacking at community colleges.

Knoell (1982) cites ("Survey Shows", 1982:3) in which a 1982 Gallup poll found that half of the respondents thought the main job of the community college was to give preliminary academic training to students transferring to four-year colleges. The problem is that only a majority of these students do transfer. Therefore, the conclusion is that students enroll in transfer or occupational courses with idiosyncratic and wide-ranging objectives and abilities.

The critics of the transfer function in the community college cite enrollments in the career programs as evidence of the fact that these are the students' curricula of choice. The confusion lies in the difference between students' stated intentions and the purposes these particular courses are designed to serve (Knoell, 1982). Students continue to express an interest in transfer to four-year programs when they first enroll in community colleges, yet they are more likely to enroll in courses that provide skills for employment.

Knoell (1982) concludes that offering courses that transfer and advising self-identified transfer students were both necessary, but did not constitute a complete, responsive transfer program. The identification and counseling of students with the desire and potential to succeed in baccalaureate degree programs should be the goals of the transfer function, especially for minority students. Therein the goal is not to force students into transfer programs, but if their career aspiration requires the baccalaureate degree, then it is necessary to advise them in relation to their interests, abilities and intents.

Donovan, Schaier-Peleg and Forer (1987) stress the importance of demystifiying the transfer process for students. Students must be given more and better information about course equivalencies, degree requirements, and improvement in the mechanics of transfer. Students need more informed and vigorous counseling and support services.

In the burgeoning study of transfer, researchers have conducted the majority of studies of the four-year colleges on the student who has already transferred rather than on the student who wants to transfer, and may or may not do so. The review of the literature revealed information on stress experienced during the first year following a transfer (Anstett, 1973). Van Alystyne (1974) indicates transfer students take longer to complete their degrees due to loss of credits in transferring. Knoell and Medsker (1965) report on the complications of increased academic demands placed on transfer students as well as their need to find a new role in a different kind of institution. Knoell and Medsker (1965), in their extensive research, report on the complications of increased academic demands placed on transfer students as well as their need to find a new role in a different kind of institution. This research project on transfer students and their performance, attrition, and grade point average, details a wealth of material with implication for both the exiting and entering institutions to consider.

Coordination, information, and effective student counseling often are lacking at both community colleges and universities (Menacker, 1975). Vaughan and Dassance (1982) lament that the overridding emphasis on the transfer of credits as opposed to the transfer of an individual may be contributing to the low graduation rates of transfer students.

Parnell (1984:40) asks:

> Are we meeting our students at the point of student need, or faculty need, or institutional need? There is general agreement that the student must be at the center of our concerns. Yet in far too many cases college students are unnecessarily penalized when endeavoring to transfer credits from one college to another.

Vaughan and Dassance (1982:39) suggest that the basic question we need to ask is, "will this individual transfer?" They insist that too much emphasis is placed on the transfer of credits and too little support is given to the student. Community colleges that do not meet the needs of students mocks the open access concept and results in their own failure.

Additionally, there is a political, legal, and economic framework in education that is relevant to understanding the overall mission of higher education in America and the role of the community college. The transfer controversy is also a political matter in higher education. And there is an ever increasing political, legal and economic terrain in which higher education must operate.

The politics of academia observed in any given institution provides a microcosm of a social political system (Blocker, Bender and Martorana, 1975:58). The authors note that it is not unknown for colleges within the same university system to refuse to accept transfer of each other's course credits. Faculty, in these instances often consider academic freedom, status, and political strategy, and infuse their opinions about these factors into their decisions to accept community college courses that satisfy degree requirements. Indeed, the political arena is one that centers upon the faculty. It is not in the egalitarian spirit to become selective and deny credit once the door has been opened to a certain group of students. The community college and the senior institution should not compete but rather exist merely as phases of a single educational process. Programs, when possible, should be complementary to and compatible with each other. Administrators must be sensitive to faculty criteria for successful articulation and transfer of credits to effectively insure the students' access to the next step. Also, faculty must consider the importance of the transfer function of the community college.

Dempsey (1986) details the Higher Education Linkage Program (HELP) that involved students, faculty, academic officers and student affairs personnel. This plan included student advising, faculty information exchanges, academic advisor's and counselors' workshops and student affairs officers' programs. University faculty communication and interaction with community college faculty regarding academic degree program majors appears to be an important factor for successful transfer.

City University of New York is an integrated, and comprehensive system of higher education dedicated to serve the special needs of the people of the city of New York for purposes of educational, social and intellectual mobility. The goal of access implies that success on each step of the college ladder should be followed by access to higher levels of learning through vertical linkage between the associate and the baccalaureate degrees. The Office of Academic Affairs of The City University of New York recently published a Course Equivalency Guide (1985) as a concrete response to the problem of transferring credit between community and senior colleges in the system and resolved that the community and senior colleges establish an articulation advisement unit at each of the colleges in order to counsel students on career goals, courses to be taken at the students' college prior to transfer, and the requirements expected upon transfer. The intention is to remove barriers and any arbitrary distinctions which may exist to intra-University transfer.

Articulation cannot be mandated or resolved without real dialogue between the participants. The CUNY system has yet to display the resolve nor the will necessary to fully implement the intent of the Board of Higher Education's articulation initiative. There are still arbitrary decisions being made by and resistance to change from both the sending and receiving institutions. Wright (1985) stresses that articulation is important so that students who transfer experience minimal loss of credit.

Various factors, perhaps political in nature, have contributed to the decline in the numbers of transfer students. Historically, the open admissions policy at City University developed after campus violence at one of its senior institutions. The Board of Education in the Fall of 1970 opened part of the University system, the two-year institutions, to all graduates of New York's high schools without regard for past levels of academic performance. Politically, the decision aroused much criticism because it was received by many as "selling out" to the demands of academically unqualified minority students (Murphy, 1983).

Bowles and others (1985:2) agree that many factors play a role in keeping the number of transfers at a low rate in City University of New York. "Just as it affects the fortunes of students, the prominence of community colleges as the 'port of entry' to higher education also works as a structural constraint on bachelor's programs: four-year institutions face a limited market for new students. So, articulation and moving ahead to increase the flow of students "has the dual consequence, of expanding opportunities for students in higher education and, at the same time, enhancing the prospects for organizational survival" (Bowles and others, 1985:3).

Additionally, the context of economic forces has great implications for decision making, internally and externally. Martorana, Kelly and Nespoli (1987) warn that it is also essential to appreciate the value of economics as an approach to understanding education. The public increasingly wants the value of a college education clarified. A basic economic premise is to create demand. Indeed, students shortly after enrolling in college soon realize that the more education one has, the better life will probably be. The university, in order to succeed, has to serve the needs of and to operate in a highly competitive society of pragmatic, free and aspiring students. Goals, both of the institution and students, are pivotal for economic decision making. And, because budgets depend heavily on enrollments and limited markets for new students exist, there are new strategies developing.

Breneman and Nelson (1981:379) describe "the future of community colleges will be determined through a mixture of economic, political, and educational considerations. "In addition, there will be legal considerations. When differences develop over the intent or interpretation of policy, it often results in the need to adjudicate or resolve the conflict so the organization can function smoothly (Martorana, Kelly and Nespoli, 1987). Herein lies the importance of legal aspects of higher education.

The position was developed that court intervention has been on the increase which indicates an increasing need for colleges to become sensitive to potential legal implications. Garland (1985) reviews that to this date court intervention has been very selective, mostly choosing to intervene in cases involving constitutional rights of individuals and contractual obligations between individuals and institutions. The City University Board of Higher Educations' articulation policy warrants careful consideration in application. The resolution states that all liberal arts courses taken in City University units be considered transferable, with full credit, to each college of the University; and that full credit be granted for these courses in all departments of degree requirements. Seemingly, this would establish a contract between the institution and the student.

Students are becoming increasingly assertive in regards to their contractual rights. After a student pays for a course, fulfills the necessary requirements and is awarded a grade they want transfer credit if they opt to continue their education. The Board of Higher Education's response to this was the development of an articulation policy. Students could begin to demand that the information they receive about course and degree requirements accurately reflect policy. Accountability in the future will be determined, in many cases, through the continued use of the courts.

Clearly, the movement of students is more than the transfer of credits; it also involves proper advising and counseling. It is necessary for the sender and the receiver institution to provide transfer counseling services. This is a concern for the entire institution.

In addition, the role of the faculty in this area is pivotal. Faculty contribution towards the advancement of transfer-related goals is an essential and vital aspect. It is necessary to maximize faculty involvement in the transfer function in order to improve qualitative aspects. Cohen and Brawer (1985:98) stress that "faculty, more than anyone else in the institution, have more frequent and more consistent contact with students and therefore have the greatest opportunity to influence student aspirations." They go on to say that "faculty represent one of the most valuable resources that community college can marshall in support of the transfer function" (Cohen and Brawer 1985:98).

Faculty at BMCC are engaged in formal student-centered activities that include advising students with course selection and meeting with students, during the school year. They assume some responsibility for the academic development of students who hope to transfer through their teaching roles. The faculty, besides transmitting knowledge, also must equip students with the skills necessary to compete effectively in senior institutions. Transfer education cannot be perceived as the exclusive domain of administrative and support personnel.

Two-year college standards of quality and excellence have long been assessed in terms of the number of courses and programs that fit the senior colleges. The popular index of achievement is the growing number of students who have succeeded by transferring to senior colleges. The community college evolved with the promise of serving its people with diversity, but often each step in the disjointed continuum raises anxiety about qualifying for the next step (Palinchak 1973).

Cohen (1979) commenting on the definition of a transfer student rejects the archaic definition that describes a transfer student as a person enrolled in a transfer program at a community college. He bases that rejection on the fact that graduates of technical/

occupational programs transfer and some graduates of transfer programs never transfer. It may be time to adapt again as more and more students are transferring from career curricula upon completion of their associate.

The designation "liberal arts" and "careers" programs often do not accurately describe the students' intentions. Negotiating the transfer maze continues to be an impediment to the completing of a baccalaureate degree (Richardson and Bender, 1985). One occurance is that community college students select career programs intended to lead to employment; however, they seldom relinquish their aspiration for transfer. Cohen and Brawer (1987:94) detail:

> an educated guess based on incomplete data would be that, nationwide, around 250,000 students per year complete two years at a community college and then transfer immediately to a university. Probably another 300,000 to 400,000 transfer without having completed a two-year program. Those figures may seem low when put against the 4.7 million students enrolled, but considering the number of students in current interest courses, for people who already have degrees, occupational programs, remedial courses, and noncredit educational activities, all of which are summed together to arrive at the community college enrollment figures, it is a wonder that the figures are as high as they are.

Curriculum changes may be deemed necessary to help students achieve their goals, especially in their quest for further education. Kintzer (1973) encouraged community colleges not to imitate or parallel senior colleges, but to assure rigor that would allow students to compete in the senior college.

Kintzer and Wattenbarger (1985) discuss reasons for the decline of transfer rates, the future of the community college, and implications for the transfer function. They cite deteriorating articulation services, the lack of communication regarding the mechanics of transferring courses and credits, and the lack of uniformity in credit acceptance. The movement of community college students to baccalaureate degree granting institution has slowed down, even though these same students state they intend to complete the bachelor´s degree.

Cohen and Brawer 1987:89 comment:

> Even though most students preparing for transfer take some liberal arts courses , and most of the students in the community college liberal arts classes aspire to transfer, the intent of the curriculum must be examined one way and the intentions and behavior of the students another...

This abovementioned distinction is aimed at trying to better define the transfer function issues as it involves both curriculum and intentions. The mobility of students after they first enroll in college is still a concern. Large numbers of students have entered the community college on their way to achieving a wide spectrum of educational and occupational objectives.

Knoell and Medsker (1965) explore the fact that articulation involves problems, people and procedures. The four major problem areas deal with (1) the student, (2) curriculum and instruction, (3) student personnel services, and (4) facilities and resources. When Knoell and Medsker (1965:76) discuss the examples of student centered problems they cite:

> ...his choice of program, degree goals, and attendance pattern in pursuit of these goals; his academic and economic resources; and the characteristics and requirements of the colleges to which he might be admitted.

These concerns need to be addressed if the students are to be helped to reach their stated goals. They continue (1965:85):

> Better articulation at all levels is needed to protect the mobility of good students who will transfer for one or several reasons, to preserve institutional freedom to experiment and innovate, and to encourage all students to strive for the highest level of education they feel capable of achieving.

In summation, Knoell and Medsker (1965) conclude that here the objective is to remove barriers to mobility.

Farland and Cruz (1982) found that the identification of potential transfer students if foreign to most community colleges. Some of the colleges they surveyed reported that students have the opportunity to identify their educational goals on college applications or registration forms. Other colleges reported that potential transfer may be identified during counseling sessions. Moreover, there still is a distinction between identifying such students and assisting them. Very few colleges reported using any follow-up mechanisms or providing special assistance to those who indicate an intention to transfer.

Thornton (1966) advocates long-term persuasive counseling to help students to become aware of the differences between colleges as well as the inherited characteristics and their individual needs. In this way he envisioned that they could be better equipped to make career decisions more realistically and meaningfully. Community college personnel must provide personal assistance to students in helping them to select educational and career objectives and to reach realistic educational goals. Farland and Cruz 1982:4 insist

> There is educational value in institutions knowing, early in students′ careers, what are students interests and abilities, and in guiding students′ educational choices accordingly.

Harper (1981:2) described the advisement and graduation information system at Miami-Dade Community College in Florida. He notes that the colleges′ general educational goals were concerned with students making sound educational and career choices. The advisement and counseling services are designed to insure that students, especially those that are entering, make appropriate selections of programs. Informed academic decisions are based upon students′ background, educational goals, and the particular upper division institution to which students want to transfer to.

Koltai (1984:19) urges that:

> Colleges must also move from a climate of student self-advisement to a carefully planned and executed counseling process with the emphasis placed on successful transition to the workplace or a four-year

> institution. It is also recommended that counseling and advisement be enhanced with the appropriate technology, including use of computer programs providing information on opportunities and requirements within specific employment categories.

Wattenbarger (1973) comments that as attitudes toward access in higher education have progressed from elitist to meritocratic to egalitarian, the concept of limited access to higher education has been rejected. A college education has become a right, and not a privilege. He concludes that as the door has become open to more students completing the two years, so will more students want to complete the four years.

CHAPTER 3

PROCEDURES AND METHODOLOGY

The purpose of this study was twofold. First, was to determine the backgrounds and educational plans of the Fall 1988 entering freshman transfer and career students at Borough of Manhattan Community College (BMCC). Second, was to determine if there is a significant difference in the backgrounds and educational objectives of the entering freshman transfer and career students. Transfer students, for the purposes of this study, are defined as students enrolled in curricula that are awarded the A.A.S. degree. Career students, for the purposes of this study, are defined as students enrolled in curricula that are awarded the A.A. or A.S. degree (Appendix A). It was necessary to ascertain certain demographics and educational plans of entering students in order to accomplish the purposes of this study. Additionally, this research effort was undertaken to investigate the extent to which entering freshmen are enrolled in degree programs that are compatible with their educational objectives, degree intents, and transfer aspirations.

Data were obtained through the use of the Educational Planning Form (Appendix C) designed by The American College Testing Program and administered to entering freshman students. The examination of the summary of the backgrounds and plans of entering freshman transfer and career students, and the possible differences were ascertained to help develop recommendations for the improvement of the academic and transfer advisement process.

The study was descriptive in nature and, ex post facto, in design. It was assumed that the data collected represented an accurate description of the stated educational backgrounds and plans of the entering freshman students at BMCC at a particular point in time. The data collected were used specifically to determine if entering freshman transfer students are significantly different from entering freshman career students regarding backgrounds and educational plans.

Permission to conduct the study was given by the dean of students at BMCC (Apendix E) and director of counseling (Appendix E). The Institutional Review Board at BMCC, was forwarded a copy of the proposal for this study. This body must approve all research that is proposed using human subjects (Appendix F). They requested a plan for confidentiality of responses and an informed consent form (Appendix G). The director of American College Testing Program granted permission to use the Educational Planning Form and provided four hundred forms at no cost to the institution. In a phone conversation, John Roth, Director of American College Testing Program, offered the assistance of the Research Office of American College Testing in undertaking the statistical analysis.

Population and Samples

The Office of the Registrar reported that there were 2,563 entering freshmen enrolled in the orientation course, DSL-101, in the Fall 1988 semester. Entering freshman students are required to enroll in the orientation course. The coordinator of DSL-101 and director of counseling reported that there were eighty-six sections offered in the Fall 1988 semester. An unreplicated cluster random sample of fifteen sections was provided by the director of institutional research. There were a total of 376 participants who completed the survey.

Description of the Instrument

Project ASSET (Assessment of Skills for Successful Entry and Transfer) is a student orientation, advising, and retention tool developed by American College Testing Program (ACT) in response to a set of student retention and transfer objectives identified by the Los Angeles Community College District. One element of ASSET is an educational planning summary questionnaire called the Educational Planning Form (EPF). The EPF is used to aid students in identifying their educational plans and needs;

communicating this information to the appropriate faculty and counseling staff; and choosing educational paths that include appropriate curricula and courses relevant to their objectives. This form was selected to secure the information needed for the study.

The EPF form is a brief but comprehensive questionnaire that collects information about individual backgrounds and plans. It is designed for group administration. It is a four-part self-carboning document that immediately provides a copy of the results for the student, counselor, academic advisor, and the research office. The estimated time needed to complete the EPF is fourteen minutes.

The ASSET program was designed specifically to serve students entering two-year institutions. The most recent norms were developed from June-January 1983-85 administrations. There were 112 different institutions across the nation who participated. The institutions are predominantly public, two-year schools that range in size from under 1,000 to over 25,000 students. These institutions are located in both urban and rural communities, and offer a variety of educational and career-oriented programs.

The EPF instrument consists of twenty-three sections. The EPF instrument was distributed when the students were seated. The students were informed about the purpose of the study they were participating in and asked to sign a consent form (Appendix G) if they were interested in participating. The directions were:

> Clear your desks of everything except the EPF. Please print neatly and heavily so that all copies will be readable. You will keep the back copy for your records. I will read all the items aloud and we will fill them out together.

All items were clarified so as to assist the students in completing the EPF instrument and to insure that the student was filling out all the items. Students were given a tailor made Educational Program/Major Name and Career Code list to complete items 14 and 16 (Appendix D).

Procedures for Collecting Data

The director of institutional research supplied an unreplicated random cluster sample of Fall semester 1988 DSL-101 class sections. The sample consisted of 376 students who were enrolled in fifteen orientation class sections.

Three hundred seventy-six entering freshman students completed The Educational Planning Form in their DSL-101 class at BMCC. Each student was asked to sign an Informed Consent Form (Appendix G) to assure confidentiality of responses. The stated purpose of the study was explained to the class verbally.

Treatment of the Data

The responses to the survey (EPF) items were considered separately by current enrollment in either transfer or career curricula. As was stated earlier, transfer students are students enrolled in curricula that are awarded the A.A. or A.S. degree and career students are enrolled in curricula that are awarded the A.A.S. degree. The data collected were used specifically to determine if transfer students are significantly different from career students regarding demographic backgrounds and educational plans. Moreover, the data collected were used to develop recommendations relevant to the educational plans and objectives of entering freshman students at BMCC.

A nonparametric statistical test, chi-square, for testing significant difference was applied, where appropriate, to determine that the difference was a significant difference rather than a chance difference. According to Isaac and Michael (1981:177), "chi-square is a means of answering questions about data existing in the form of frequencies, rather than as scores or measurements along some scale." The categories that have been classified for the purposes of this study are entering freshman career and transfer students. Percentages were used to show proportion of response by each category of students. Descriptive data are presented in tabular form by number and percentage of response. Statistical analysis was provided by The American College Testing Program Office of Research.

Research Questions

To achieve the overall purpose of this study the collected data and the statistical treatments of these data were examined relative to the following research questions:

1. How can the entering freshman transfer and career student be described?

Question 1 was expanded to include a subset of questions generated by selected items on the EPF form relative to defining the transfer and career students at BMCC. Specifically:

a. What are the career goals of the Fall 1988 entering freshman transfer and career students at BMCC? (ASSET *Educational Planning Form, Item 14)*;

b. What are the educational majors or programs of the Fall 1988 entering freshman students at BMCC? (ASSET *Educational Planning Form,* Item 16);

c. What are the employment hours planned per week while enrolled of the Fall 1988 entering freshman transfer and career students at BMCC, and is there a significant difference in amount of education planned? (ASSET *Educational Planning Form,* Item 18);

d. What is the amount of education planned of the Fall 1988 entering freshman transfer and career students at BMCC, and is there a signifiacnt difference in amount of education planned? (ASSET Educational Planning Form, Item 18);

e. What is the most important reason for attending this term of the Fall 1988 entering freshman transfer and career students at BMCC, and is there is significant difference in reasons expressed? (ASSET Educational Planning Form. Item 20);

f. Are the Fall 1988 BMCC entering freshman transfer and career students planning to earn a certificate or two-year degree, and is there a significant difference in plans expressed? (ASSET Educational Planning Form. Item 21), and;

g. What are the areas the Fall 1988 BMCC entering freshman transfer and career students would like help with? (ASSET Educational Planning Form. Item 22)

2. What procedures can be established to make initial contact with entering freshman transfer and career students?

3. How can the initial educational objectives of entering freshman transfer and career students be better addressed?

4. What proportion of entering freshman transfer and career students state that they intend to transfer?

5. What proportion of entering freshman transfer and career students state that they intend to achieve the baccalaureate degree?

6. Are entering freshman transfer and career students enrolled in degree programs compatible with their educational objectives? Specifically three subset questions were developed:

a. Are the Fall 1988 BMCC entering freshman transfer and career students enrolled in degree programs (curricula) that are compatible with their stated career goals? (ASSET Educational Planning Form, Item 16 (Educational Major) and Item 14) (Career Goal);

b . Are the Fall 1988 BMCC entering freshman transfer and career students enrolled in degree programs (curricula) that are compatible with their stated amount of education planned? (ASSET Educational Planning Form, Item 16 (Educational Major) and Item 18 (Amount of Education Planned), and;

c . Are the Fall 1988 BMCC entering freshman transfer and career students enrolled in degree curricula that are compatible with their transfer intent? (ASSET Educational Planning Form, Item 16 (Educational Major) and Item 19 (Transfer Intent).

7. How clear are entering freshman transfer and career students about their educational objectives at time of entrance?

8. What recommendations can be made for the transfer and academic advisement program?

9. What should be the roles of the faculty and counselors in the process?

Hypotheses

The hypotheses tested in this major applied research project included:

1. There is no significant difference between the stated degree intents of entering freshman transfer and career students.

2. There is no significant difference between the stated educational objectives of entering freshman transfer and career students.

3. There is no significant difference between the stated transfer aspirations of entering freshman transfer and career students.

Chapter 4

PRESENTATION OF RESULTS

Data relative to the research questions are presented and analyzed in this chapter. The data were obtained from information provided by a sample of the entering freshman transfer and career students at BMCC in Fall, 1988. Their responses to a ACT validated planning questionnaire are examined in the following tables.

Research Question 1: Description of Backgrounds and Plans

The first research question concerned describing the entering freshman transfer and career students: How can the entering freshman transfer and career student be described? This research question was answered by using responses pertaining to demographic characteristics and educational plans stated in the questionnaire. Comparisons of the results between the transfer and career students were then ascertained. The appropriate statistical analysis was performed between the two samples in order to assess differences. The following tables present the data obtained from the ACT Educational Planning Form and the chi-square analyses performed. Chi-square analysis has its greatest usefulness in testing for significance between groups.

The data in Table 1 present the ages of the Fall 1988 entering freshman transfer and career student samples at BMCC.

Table 1

Age of The Fall 1988 Entering Freshmen Transfer
(N=125) and Career Student (N=251)
Samples at BMCC

Age	Transfer Students N	Transfer Students %	Career Students N	Career Students %
Under 20	53	42	75	30
20 - 29	37	30	92	37
30 - 39	12	10	28	11
40 - 49	3	2	5	2
50 and over	1	1	1	0
No Response	19	15	50	20
Mean Age	23.14		23.47	
S.D.	7.34		6.66	

Statistic: Chi-Square = 6.412
Degrees of freedom=2
not significant at the .05 level

As shown by these data the largest category of transfer students (42%) were under 20, for career students the largest category (37%) were 20 - 29. The mean age of the two samples were very similar (career student 23.47 and transfer student 23.14).

At the .05 level of significance the critical chi-square value is 11.07 for 5 degrees of freedom. The chi-square value obtained from the data in Table 1 was 6.412. Therefore, the observed differences in the sample data are not statistically significant and may be attributed to chance.

The data in Table 2 indicate that the majority of the respondents in both the transfer group and career group were Black/Afro-American, 42 percent and 38 percent respectively. The next largest category of ethnic background was Puerto Rican/Cuban/Other Hispanic, with 26 percent of transfer and 23 percent of career students indicating such. More of the White/Caucasian respondents (11%) were enrolled in transfer curricula than career programs (6%).

Table 2

Ethnic Background of The Fall 1988 Entering Freshman Transfer (N=125) and Career Student (N=251) Samples at BMCC

Ethnic Background	Transfer Students N	Transfer Students %	Career Students N	Career Students %
Black/Afro-American	47	38	106	42
American Indian/ Alaskan Native	0	0	1	0
White/Caucasian	14	11	14	6
Mexican American/ Chicano	0	0	0	0
Asian/Pacific Islander	7	6	18	7
Puerto Rican/Cuban/ Other Hispanic	33	26	57	23
Filipino	2	2	0	0
Other	12	10	26	10
Prefer Not to Respond	5	4	15	6
No Response	5	4	14	6

Statistic: Chi-square = 9.864
Degrees of freedom=7
not significant at the .05 level

At the .05 level of significance the critical chi-square value is 14.07 for 7 degrees of freedom. The chi-square value obtained from the data in Table 2 was 9.864. Therefore, the observed differences in the sample data are not significant and may be attributed to chance.

Information on type of high school certificate earned by the entering students in Table 3 showed that 67 percent of the transfer students earned a high school diploma, and 60 percent of the career students did the same. In the GED category, more career students proportionately had entered using the GED (25%) as opposed to the transfer students (12%).

Table 3

Type of High School Certificate Earned by the Fall 1988 Entering Freshman Transfer (N=125) and Career Students (N=251) Samples at BMCC

Type of H.S Certificate	Transfer N	Students %	Career N	Students %
H.S. Diploma	84	67	151	60
GED	15	12	63	25
Proficiency Exam	1	1	0	0
Certificate of Completion	0	0	2	1
Foreign Secondary	14	11	22	9
Not a H.S. Graduate	4	3	5	2
Still in H.S.	0	0	0	0
No Response	7	6	8	3

Statistic: Chi-square = 12.811
Degrees of freedom=6
significant at the .05 level

At the .05 level of significance the critical chi-square value is 12.59 for 6 degrees of freedom. The chi-square value obtained from the data in Table 3 was 12.811. Therefore, the observed differences in the sample data are statistically significant. Accordingly, there was a significant difference for the two categories of students, transfer and career, relative to the type of high school certificate earned.

Table 4 reports on the stated career goals of the Fall 1988 entering freshman transfer and career students at BMCC.

Table 4

Career Goals of the Fall 1988 Entering Freshman
Transfer (N=125) and Career Student (N=251)
Samples at BMCC

Career Goal	Transfer Students		Career Students	
	N	%	N	%
Undecided	26	21	17	7
Accounting Clerk	0	0	9	4
Assistant Bookkeeper	0	0	1	0
Accounting Trainee	0	0	3	1
Junior Accountant	0	0	6	2
Payroll Clerk	0	0	0	0
Assistant Accountant	0	0	1	0
Certified Public Accountant	1	1	24	10
Financial Analyst	2	2	2	1
Bank Teller	0	0	0	0
Junior Management Trainee in Finance Department	0	0	4	2
Management Trainee	1	1	5	2

Table 4 (Continued)

Career Goal	Transfer	Students	Career	Students
	N	%	N	%
Marketing Trainee	1	1	1	0
Real Estate Salesperson	3	2	7	3
Retail Salesperson	0	0	0	0
Retail Salesmanager	0	0	0	0
Manager/Administrator	24	19	23	9
Travel Agent	0	0	5	2
Marketer	4	3	3	1
Finance and Investment Counselor	3	2	4	2
Public Administrator	1	1	0	0
City Planner	0	0	0	0
Para-Professional	0	0	2	1
Assistant Teacher	1	1	4	2
Day Care Assistant	0	0	2	1
Community Mental Health Assistant	3	2	0	9
Entry Level Video Tape Production	1	1	0	9
Operations/Management Position in Corporate Communication Departments	0	0	2	1
Audio Visual Production	1	1	0	0
Industrial Videotape Production	0	0	1	0
Radio/Television (related to broadcasting)	1	1	6	2
Telecommunication	0	0	1	0
Public Relations	0	0	1	0
Data Entry	0	0	4	2
Systems Analyst				
Computer Scientist	1	1	3	1
Computer Programmer	1	1	15	6
Computer Operator	0	0	9	4
Preparation for:				
Teaching	10	8	7	3
Law	4	3	0	0

Table 4 (Continued)

Career Goal	Transfer	Students	Career	Students
	N	%	N	%
Government	1	1	0	0
Administrator	1	1	0	0
Architecture	1	1	0	0
Medicine	1	1	0	0
Psychology	4	3	0	0
Counseling	1	1	0	0
Journalism	1	1	0	0
Dance	0	0	0	0
Fine Arts	0	0	0	0
Music	3	2	0	0
Physical Education	0	0	0	0
Social Work	8	6	1	0
Engineering	6	5	0	0
Research	0	0	0	0
Medical Record Technician	0	0	4	2
Registered Nurse	1	1	33	13
Respiratory Therapist	0	0	5	2
Executive Secretary	1	1	9	4
Legal Secretary	0	0	4	2
School Secretary	0	0	0	0
Word Processor	0	0	9	4
Theatre Performance	0	0	0	0
Theatre Director	0	0	0	0
Theatre Production	1	1	0	0
No Response	6	5	6	2

Table 5 depicts the educational majors of the total sample of entering freshmen who responded to the survey.

Table 5

Educational Major or Program of the Fall 1988 Entering Freshman Transfer and Career Student Total Sample at BMCC (N=376)

Program or Major	N	%
Undecided	5	1
Accounting	50	13
Business Administration	52	14
Business Management	59	16
Childcare/Early Childhood Education	18	5
Community Mental Health	6	2
Corporate/Cable Communication	11	3
Data Processing	41	11
Liberal Arts	67	18
Medical Record Technology	4	1
Nursing	36	10
Respiratory Therapy	5	1
Secretarial Science	21	6
Theatre Management	0	0

The categories with the highest responses were Liberal Arts (18%), Business Management (16%), Business Administration (14%), Accounting (13%), Data Processing (11%), and Nursing(10%).

Table 6 illustrates the number of employment hours planned per week while enrolled for both groups of students.

Table 6

Employment Hours Planned Per Week While Enrolled by the Fall 1988 Entering Freshman Transfer (N=125) and Career Student (N=251) Samples at BMCC

Employment Hours Planned Per Week	Transfer Students N	Transfer Students %	Career Students N	Career Students %
None	21	17	28	11
1 - 10	11	9	17	7
11 - 15	10	8	9	4
16 - 20	21	17	29	12
21 - 30	17	14	43	17
31 or more	39	31	106	42
No Response	6	5	19	8

Statistic: Chi-square = 11.693
Degrees of freedom=6
not significant at the .05 level

Career students indicated 31 or more by 42 percent of the respondents, and transfer students responded by 31 percent. For both groups, the 31 or more category had the largest percentage of response. As Table 12 depicts, it appears that the responses for students from both groups were similar for this item with the largest difference between the groups in the none and 31 or more category. Seventeen percent of the transfer students planned no employment hours, while only 11 percent of the career students planned none.

At the .05 level of significance the critical chi-square value is 12.59 for 6 degrees of freedom. The chi-square value obtained from the data in Table 6 was 11.693. Therefore, the observed differences in the sample data are not statistically significant and may be attributed to chance.

The results for items dealing with the transfer and career students' responses to areas they would like help with are reported in Table 7. As Table 7 depicts students from both groups gave similar responses. The areas they overwhelming responded not wanting help with were: learning English (66% transfer, 51% career students), personal concerns (59% transfer, 59% career students); learning disability (76% transfer, 73% career students); physical disability (82% transfer, 79% career students); health problem (76% transfer, 76% career students), commuter information (transfer 59%, 57% career students); and day care information (transfer 70%, 71% career students). The two areas they responsed yes in the majority were for financial aid (transfer 60%, 62% career students) and transfer (transfer students 58%). Combining the response categories yes and maybe yields the following areas they would like help with: finding work, reading skills, study skills, writing skills, math skills, choosing major/career, and work experience credit.

Table 7

The Fall 1988 BMCC Entering Freshman Transfer (N=125) and Career Student (N=251) Samples' Responses Indicating Areas They Would Like Help With

Would Like Help With	Transfer Students		Career Students	
	N	%	N	%
Financial Aid				
Yes	75	60	155	62
Maybe	20	16	39	16
No	19	15	38	15
No Response	11	9	19	8
Finding Work				
Yes	43	34	90	36
Maybe	24	19	61	24
No	43	34	74	29
No Response	15	12	26	10
Learning English				
Yes	25	20	67	27
Maybe	10	8	30	12
No	76	61	128	51
No Response	14	11	26	10
Reading Skills				
Yes	29	23	93	37
Maybe	26	21	42	17
No	54	43	90	36
No Response	16	13	26	10
Study Skills				
Yes	43	34	92	37
Maybe	33	26	56	22
No	35	28	76	30
No Response	14	11	27	11
Writing Skills				
Yes	44	35	103	41
Maybe	26	21	52	21
No	41	33	73	29
No Response	14	11	23	9

Table 7 (Continued)

Would Like Help With	Transfer Students N	Transfer Students %	Career Students N	Career Students %
Math Skills				
Yes	52	42	99	39
Maybe	28	22	64	25
No	31	25	69	27
No Response	14	11	19	8
Choosing Major/Career				
Yes	47	38	56	22
Maybe	21	17	62	25
No	44	35	104	41
No Response	13	10	29	12
Would Like Help With Personal Concerns				
Yes	10	8	24	10
Maybe	24	19	50	20
No	74	59	149	59
No Respose	17	14	28	11
Learning Disability				
Yes	2	2	6	2
Maybe	11	9	29	12
No	95	76	184	73
No Response	17	14	32	13
Physical Disability				
Yes	0	0	3	1
Maybe	4	3	16	6
No	103	82	199	79
No Response	18	14	33	13
Health Problem				
Yes	1	1	7	3
Maybe	13	10	23	9
No	95	76	190	76
No Response	16	13	31	12
Commuter Information				
Yes	8	6	13	5
Maybe	23	18	51	20
No	74	59	144	57
No Response	20	16	43	17

Table 7 (Continued)

Would Like	Transfer	Students	Career	Students
Help With	N	%	N	%
Work Experience Credit				
Yes	42	34	73	29
Maybe	19	15	64	25
No	47	38	87	35
No Response	17	14	27	11
Day Care Information				
Yes	6	5	18	7
Maybe	15	12	20	8
No	88	70	178	71
No Response	16	13	35	14
Transfer				
Yes	73	58	106	42
Maybe	13	10	40	16
No	19	15	62	25
No Response	20	16	43	17

Research Questions 2: Initial Contact

The second research question is as follows: What procedures can be established to make initial contact with entering freshman transfer and career students? This research question will be answered in the next chapter with specific recommendations developed from the related literature.

Research Question 3: Educational Objectives

The third research question discussed: How can the educational objectives of entering freshman students be better addressed? It was determined that in order to address the students´ educational objectives it would be necessary to ascertain what the students stated their goals were; and to determine if a difference between the two groups existed. Specifically the items from the EPF related to most important reason for attending and plans to earn the two-year degree were examined.

Table 8 reports on the responses to the item considering the most important reason for attending this term.

Table 8

The Most Important Reason for Attending This Term
Indicated by The Fall 1988 Entering Freshman
Transfer (N=125) and Career Student
(N=251) Samples at BMCC

Reason for Attending	Transfer N	Students %	Career N	Students %
Learn Skills To Get A New Job	5	4	59	24
Learn Skills To Advance In Job	9	7	35	14
Transfer To Four-Year College	53	42	65	26
Satisfy General Education Requirements	21	17	23	9
Improve Skills In English Reading Or Math	13	10	31	12
Take Courses For Personal Interest	5	4	9	4
Other	13	10	15	6
No Response	6	5	14	6

Statistic: Chi-square = 35.894
Degrees of freedom=7
significant at the .01 level

These data show that for the transfer students the most important reason indicated was transfer to four-year college (42%). This was followed by the response to satisfy general education requirements (17%). The career students indicated the most important reasons were: transfer to four-year college (26%) and learn skills to get a new job (24%). Transfer students also indicated attending to improve skills in English, Reading or Math (10%) and the general category Other (10%). Career students indicated wanting to learn skills to advance in job (14%) and to improve skills in English, Reading or Math (12%).

At the .01 level of significance the critical chi-square value is 18.48 for 7 degrees of freedom. The chi-square value obtained from the data in Table 8 was 35.894. Therefore, the observed differences in the sample data are statistically significantly. Accordingly, there was a significant difference for the two categories of students, transfer and career, relative to the most important reason for attending this term.

As shown in Table 9, the majority of the career students (76%) indicated that they planned to earn the two-year degree. A very small percentage of the career students were unsure (8%). Fifty-two percent of the transfer students responded that they planned to earn the two-year degree. Only 22 percent of the transfer students indicated that they did not plan to earn the two-year degree. The undecided response category was chosen by 15 percent of the transfer students.

Table 9

The Fall 1988 BMCC Entering Freshman Transfer (N=125) and Career Student (N=251) Samples' Responses Indicating If They Plan to Earn Certificate or Two-Year Degree

Earn Certificate/ Two Year Degrees	Transfer Students N	 %	Career Students N	 %
Yes, Two-Year Degree	65	52	191	76
Yes, Certificate or Diploma	4	3	8	3
Undecided	19	15	21	8
No	28	22	15	6
No Response	9	7	16	6

Statistic: Chi-square 30.546
Degrees of freedom=4
significant at the .01 level

At the .01 level of significance the critical chi-square value is 13.28 for 4 degrees of freedom. The chi-square value obtained from the data in Table 9 was 30.546. Therefore, the observed differences in the sample data are statistically significant. Accordingly, there was a significant difference for the two categories of students, transfer and career, with respect to their responses indicating if they plan to earn the two-year degree.

Research Question 4: Transfer Intent

The fourth research question concerned the proportion of entering freshmen students that state they intend to transfer? The data presented in Table 10 indicate the responses to the item concerning transfer.

Table 10

The Fall 1988 BMCC Entering Freshman Transfer (N=125) and Career Student (N=251) Samples' Responses Indicating Considering Transfer To Another School

Considering Transfer?	Transfer Students N	Transfer Students %	Career Students N	Career Students %
A two-year college	4	3	9	4
A four-year college/ University	92	74	133	53
Other type of Institution	0	0	2	1
Not planning to Transfer	8	6	38	15
Undecided about/ Transfer	21	17	64	25
No Response	0	0	5	2

Statistic: Chi-square = 19.949
Degrees of freedom=5
not significant at the .01 level

Seventy-four percent of the entering freshman transfer students indicated they were considering transfer. Fifty-three percent of the entering freshman career students responded that they were considering transfer. The next largest category of response was undecided about transfer, as 17 percent of the transfers and 25 percent of the career students indicated such. It should be noted that 6 percent of the transfer students indicated not considering transfer.

At the .01 level of significance the critical chi-square value is 15.09 for 5 degrees of freedom. The chi-square value obtained from the data in Table 10 was 19.949. Therefore, the observed differences in the sample data are statistically significant. Accordingly, there was a significant difference for the two categories of students, transfer and career, relative to their responses indicating considering transfer to another school.

Research Question 5: Intent to Achieve Baccalaureate

The fifth research question stated: What proportion of entering freshman students state that they intend to achieve the baccalaureate degree? The data in Table 11 provides a comparison of the amount of education planned by the entering freshman transfer and career students. Most of the transfer students (51%) and the career students (43%) planned a four-year college degree. However, the next highest response category for transfer students was graduate or professional study (28%); while for career students 38 percent planned the two-year degree. Neither group reported that they planned to take classes only.

Table 11

Amount of Education Planned by The Fall 1988 Entering Freshman Transfer (N=125) and Career Student (N=251) Samples at BMCC

Amount of Education Planned	Transfer Students		Career Students	
	N	%	N	%
Classes Only	2	2	0	0
Certificate or Diploma Program	1	1	4	2
Two-year College Degree	22	18	95	38
Four-year College Degree	64	51	107	43
Graduate or Professional Study	35	28	42	17
No Response	1	1	3	1

Statistic: Chi-square = 22.049
Degrees of freedom=5
not significant at the .01 level

At the .01 level of significance the critical chi-square value is 15.09 for 5 degrees of freedom. The chi-square value obtained from the data in Table 11 was 22.049. Therefore, the observed differences in the sample data are statistically significant. Accordingly, there was a significant difference for the two categories of students, transfer and career, relative to the amount of education planned.

Research Question 6: Compatibility of Degree Program and Educational Objectives

The sixth research question analyzed the compatibility of the degree program the student was enrolled in with their educational objectives. A subset of research questions were formulated for this analysis. The first was: Are entering freshman transfer and career students enrolled in degree programs (curricula) that are compatible with their stated career goals? Responses to the ASSET _Educational Planning Form_, Item 16 on educational major and Item 14 on career goal were matched for compatibility. A chi-square analysis of appropriateness of career goal with respect to degree program enrolled in was performed and the data are reported in Table 12. The degree program was recorded for each respondent and then a determination was made relative to career goal as stated on the _Educational Planning Form_. Categories used were yes, if appropriate; no, if inappropriate, undecided, and no response. If the career goal could be achieved by their choice of curriculum it ws tallied as yes, if not it was recorded as no, students who responded undecided or made no response to career goal were recorded accordingly.

Table 12 shows the data and results of a chi-square test for the total group.

Table 12

Chi-Square Analysis of Appropriatness of Career Goal with Respect to Degree Program Enrolled In

Degree Program Enrolled In	Yes (A)	No (B)	Undecided (C)	No Response	Totals
A.A./A.S. (Transfer)	98	9	16	2	125
A.A.S. (Career)	146	84	18	3	251
Totals	244	93	34	5	376

Chi-square = 31.565

Degrees of Freedom = 3

significant at the .01 level

At the .01 level of significance the critical chi-square is 11.34 for 3 degrees of freedom. The chi-square value obtained from the data in Table 12 was 31.565. Therefore, there was a statistically significant disimilarity between the appropriateness of career goal with respect to degree program enrolled in. Accordingly, the null hypothesis of no relationship must be rejected.

The second subset question was: Are entering freshman transfer and career students enrolled in degree programs (curricula) that are compatible with their stated amount of education planned. Responses to the ASSET Educational Planning Form, Item 16 on educational major and Item 18 on amount of education planned were matched for compatibility. A chi-square analysis of appropriateness of amount of education planned with respect to degree program enrolled in was performed and the data are reported in Table 13. The degree program was recorded for each respondent and then a determination was made relative to amount of education planned as stated on the Educational Planning Form. Categories used were yes, if appropriate; no, if inappropriate; undecided and no response. If the curriculum was a two-year curriculum and the student planned two-years it was tallied yes, if the student enrolled in a two-year curriculum and planned four-year or graduate studies, it was tallied no. Students enrolled in transfer curricula who planned four-year or graduate studies, were tallied yes, if they only planned two years it was recorded no. Any undecided or no response was recorded accordingly.

Table 13 shows the data and results of a chi-square test for the total group. At the 0.1 level of significance the critical chi-square is 11.34 for 3 degrees of freedom. The chi-square value obtained from the data in the table was 39.493. Therefore, there was a statistically significant dissimilarity between the appropriateness of amount of education planned with respect to degree program enrolled in.

Table 13

Chi-Square Analysis of Appropriateness of Amount of Education Planned with Respect to Degree Program Enrolled In

Degree Program Enrolled In	Yes (A)	No (B)	Undecided (C)	No Response D)	Totals
A.A./A.S. Transfer	99	22	3	1	125
A.A.S. Career	121	126	1	3	251
Totals	210	148	4	4	376

Chi-Square - 39.493

Degrees of Freedom =3

significant at the .01 level

The third subset question was: Are entering freshmen transfer and career students enrolled in degree programs (curricula) that are compatible with their stated transfer intent? Responses to the ASSET Educational Planning Form, Item 16 on educational major and Item 19 on transfer intent were matched for compatibility. A chi-square analysis of transfer intent with respect to degree program enrolled in was performed and the data are reported in Table 14. The degree program was recorded for each respondent and the transfer intent as stated on the educational planning form. Categories used were yes, if transfer was stated; no, if not; undecided and no response.

Table 14 shows the data and results of a chi-square test for the total group.

Table 14

Chi-Square Analysis of Transfer Intent with Respect to Degree Program Enrolled In

Degree Program Enrolled In	Match with Transfer Intent				
	Yes (A)	No (B)	Undecided (C)	No Response (D)	Totals
A.A./A.S. Transfer	96	8	21	0	125
A.A.S. Careers	49	133	64	5	251
Totals	145	141	85	5	356

Chi-square = 124.568

Degrees of Freedom = 3

significant at .01 level

At the .01 level of significance the critical chi-square is 11.34 for 4 degrees of freedom. The chi-square value obtained from the data in Table 14 was 124.568. Therefore, there was a statistically significant dissimilarity between the appropriateness of transfer intent with respect to degree program enrolled in.

Research Question 7: Certainty of Choice

The seventh research question concerned: How sure are entering freshman students about their educational objectives at time of entrance? Specifically, how sure they were about their stated major and career goal was analyzed. The results for the item dealing with students' responses to how sure they are of their career goal are reported in Table 15.

Table 15

The Fall 1988 BMCC Entering Freshmen Transfer (N=125) and Career Student (N=251) Samples' Responses Indicating How Sure They Are of Their Career Goal

How Sure of Career Goals	Transfer Students N	Transfer Students %	Career Students N	Career Students %
Very Sure	39	31	100	40
Fairly Sure	29	23	83	33
Not Sure	17	14	23	9
No Response	40	32	45	18

Statistic: Chi-square = 13.266

Degrees of freedom=3

significant at the .01 level

As shown in Table 15, 40 percent of the career students were very sure, while only 31 percent of the transfer students responded that they were very sure. The response category fairly sure was indicated by 23 percent of the transfer students and 33 percent of the career students. More of the transfer students (14%) were not sure compared to the career students (9%). It should be noted that 32 percent of the transfer students made no response, as did 18 percent of the career students.

At the .01 level of significance the critical chi-square value is 11.34 for 3 degrees of freedom. The chi-square value obtained from the data in Table 15 was 13.266. Therefore, the observed differences in the sample data are statistically significant. Accordingly, there was a significant difference for the two categories of students, transfer and career, with respect to how sure they were of their career goal.

The results for the item dealing with students' responses to how sure they are of their educational program or major are reported in Table 16. As shown by these data, slightly more than half (56%) of the career students indicated that they were very sure. For transfer students, very sure was the largest response category (39%). For both groups, fairly sure was indicated next by 30 percent of the transfer students and 23 percent of the career students. Only 12 percent of the transfers and 9 percent of the career students responded that they were not sure. Eighteen percent of the transfer students made no response, as did 12 percent of the career students.

Table 16

The Fall 1988 BMCC Entering Freshman Transfer (N=125) and Career Student (N=251) Samples' Responses Indicating How Sure They Are of Their Educational Program or Major

How Sure of Program or Major?	Transfer N	Students %	Career N	Students %
Very Sure	49	39	140	56
Fairly Sure	38	30	57	23
Not Sure	15	12	23	9
No Response	23	18	31	12

Statistic: Chi-square = 9.306

Degrees of freedom=3

significant at the .05 level

At the .05 level of significance the critical chi-square value is 7.82 for 3 degrees of freedom. The chi-square value obtained from the data in Table 16 was 9.306. Therefore, the observed differences in the sample data are statistically significant. Accordingly, there was a significant difference for the two categories of students, transfer and career, with respect to how sure they were of their program or major.

Research Questions 8 and 9: Roles of Faculty and Counselors in Transfer and Academic Advisement

The eighth and ninth research questions are as follows respectively: What recommendations can be made for the transfer and academic program advisement, and what should be the roles of the faculty and counselors in the process? The foundation for the development of a recommended process was obtained from a review of the literature on academic advisement and is contained in the recommendations section in the following chapter.

Summary

The transfer students resemble the career students in the following characteristics:

1. Ethnic Background - primarily Black/Afro-American;
2. Age - Mean Age of transfer students 23.14,: S.D. 7.34 Mean Ages of Career Students 23:47 S.D. 6.66;
3. Employment Hours Planned Per Week - Majority reported 31 or more hours planned per week, and;
4. The Areas They Would Like Help With - Majority wanted help with financial aid, transfer, finding work, reading skills, writing skills, math skills, work experience credit, and choosing major/career.

Following are the ways the transfer students differ from the career students:

1. Type of High School Certificate Earned - more of the transfer students earned the high school diploma;
2. How Sure of Career Goal - More of the transfer students reported not being sure;
3. How Sure of Program or Major - More of the transfer students reported not being sure;
4. Amount of Education Planned - More of the transfer students reported four-year college degree planned;
5. Considering Transfer - More of the transfer students reported considering transfer to a four-year college or university;
6. Reason for Attending - More of the transfer students reported transfer to four-year college as the most important reason for attending this term;
7. Plans to Earn Two-Year Degree - Less of the transfer students planned to earn the two-year degree;
8. Appropriateness of Degree Program for Career Goal Expressed -more of the transfer students were enrolled in degree programs compatible with their stated career goals;

9. Appropriateness of Amount of Education Planned With Respect to Degree Program Enrolled In - More of the transfer students were enrolled in degree programs compatible with amount of education planned, and;

10. Compatibility of Transfer Intent and Degree Program Enrolled in - More of the transfer students were enrolled in degree programs compatible with their transfer intent.

CHAPTER 5

INTERPRETATION, CONCLUSIONS, AND RECOMMENDATIONS

Purpose

The purpose of this study was twofold. First, was to identify the entering freshman students´ educational backgrounds and plans at Borough of Manhattan Community College. Second, was to investigate the extent to which entering freshman students enrolled in degree programs that were compatible with their educational objectives, transfer intents, and degree intents. No data existed regarding whether or not students´ educational objectives were being met by their curricula choices, or if there was a statistical difference between the stated objectives of transfer and career students. The focus was on identifying differences in the stated educational objectives and backgrounds, at the time of entrance, between the freshman transfer and career students.

The data provided enabled the college´s decision makers to more effectively:

1. identify entering freshman students´ stated educational goals and backgrounds,

2. determine if a significant difference exists between transfer and career students,

3. ascertain the services and curricula that will help students achieve their goals, and;

4. make the necessary recommendations for change.

Interpretation of Results

It is revealed in the demographic data that the largest category of entering freshman career students were slightly older (20-29) than the entering transfer students (under 20). This may be due to the fact a larger percentage of younger students might be undecided, as to career, and often choose liberal arts; or their intention is to go immediately for four-year degrees. The career student might be one who chooses career preparation or advancement and might already be employed and returning to college after a time period away from high school.

The race category most often selected in both groups of students was Black/Afro-American (approximately 40%). It was followed by Puerto/Rican/Cuban/Other Hispanic, (approximately 30%), then White/Caucasian (11%). These percentages are similar to those of the colleges´ total student body.

Slightly more entering freshman transfer students had earned high school diplomas (67%), as opposed to sixty percent of the career students. More of the students who entered with GED preparation were enrolled in career curricula (25%) as opposed to transfer curricula (12%).

This may have implication for future success and completion rates of the two groups of students.

An analysis of the data related to the number of employment hours planned per week while enrolled, reveals that the largest percentage of both groups indicated thirty-one or more hours planned. Only seventeen percent of the transfer students and eleven percent of the career students planned no hours for employment. For both groups, full-time working plans might have implications for class loads, time, and resources to do college level work. The counseling program, as well as the academic advisement program, should be designed to ascertain students' employment plans when schedules or course recommendations are being planned.

It was disclosed that fifty-one percent of the transfer students planned a four-year college degree and twenty-eight percent planned graduate or professional study. This total of seventy-nine percent, which was expected for the transfer student category, clearly revealed what the transfer curricula are designed to accomplish. However, only thirty percent of the career students planned the two-year degree and forty-three percent planned the four-year college degree. Both of these figures have implication for completion of degrees, as well as for the counseling and academic advisement of students enrolled in curricula designed for completion in an associate degree program and job entry. It was interesting to note that neither group reported that they were enrolled to take classes only.

As expected, most of the transfer students (74%) indicated that they were considering transfer. However, it was not expected that such a high percentage (53%) of the career students would respond that they were considering transfer. Seventeen percent of the transfer students were undecided about transfer, as were twenty-five percent of the career students. It was also noted that six percent of transfer students indicated that they were not considering transfer.

If indeed such a large number of students enrolled in career curricula are considering transfer, they should be advised as early as possible about the "transferability" of their program, as well as the career emphasis of the curricula in which they are enrolled. There are also implications for counseling and advisement of "undecided" transfer students, as they may be better served by career curricula or as they may need additional assistance clarifying their goals. Clearly, transfer students not considering transfer plans might need assistance.

It is revealed that for forty-two percent of the transfer students, the most important reason for attending this term was to transfer to a four-year college. This was followed by the response to satisfy general education requirements (17%). These students might be the least committed to the institution and will need the most help deciding when they should transfer. Career students' responses were split between transferring to four-year college (26%) and learning skills to get a new job (24%). Transfer students also indicated attending to improve skills in English, Reading or Math (10%) and the general category Other (10%). Career students indicated wanting to learn skills to advance in job (14%) and to improve skills in English, Reading or Math (12%).

However, the item concerning plans to earn the two-year degree showed that a majority of the career students (76%) indicated that they indeed did plan to earn a two-year degree. The problem will exist for those who are not aware that coupled with plans for transfer they might not be taking the correct curricula route for the acomplishment of their goals. And, if seventy-six percent of the career students want to earn associate degrees and complete transfer requirements at the same time, it is clear indication curricular revision is in order to accommodate these students. Clearly the twenty-two percent of the career students who did not plan to earn the two-year degree have need for counseling and/or academic and transfer advisement.

The findings relevant to career goals and educational programs or majors support the need for more extensive counseling and advisement. Regarding major, only thirty-nine percent of the transfer students were very sure of their choice of major. Slightly more than half (56%) of the career students were certain. Transfer students, measured for confidence in their choices, appear to need more help in decision making or career exploration. This might represent their most pressing need. This item also recorded the largest number of no responses for both categories of students. Here, eighteen percent of the transfer students and twelve percent of the career students did not respond. This may suggest a level of indecision relative to curricula for these students.

Likewise, the item ascertaining how sure they were of their career goal had a similar response. Again, only thirty-one percent of the transfer students were certain, while thirty-two percent made no response. This might indicate that no choice relative to career goal had been made for a respondent to feel sure about, or possibly they were uncomfortable disclosing what might be perceived as a negative response. For the career students, forty percent were very sure and eighteen percent made no response. Certainly these are concerns for counselors and advisors as well as for the individual students.

The areas students revealed they wanted help with were similar for both transfer and career students. The two areas responded to most were help with financial aid and transfer. This shows that transfer is a high priority issue for students at BMCC at time of entrance and should be addressed. As expected for most urban students, financial aid is critical. The other areas that they reported wanting help with were:

finding work,
reading skills, study skills,
writing skills, math skills,
choosing major/career, and
work experience credit.

It can be discerned from the findings that students report needing help in areas in which the literature suggests they need help. Academic skills (writing and math) as well as academic survival skills (study skills) were reported as areas with which they would like help. Choosing a major or career and finding work were also indicated, as well as work experience credit. At BMCC a program of developmental skills courses is offered as well as mandated by placement test scores at time of entrance. Additionally, study skills are addressed in the mandatory orientation course. However, choosing a major and career are not being addressed adequately.

It is assumed by faculty and counselors that the entering freshman students made their career and curricula decisions having all the necessary information. The data from this study and the literature suggests this is not true and students may need continued help with career decisions. Moreover, the students indicated in the findings that they needed help and were not sure about major or career. The data indicate that students are not always capable of making unassisted decisions about their plans. This has implications for the academic, transfer, and career advisement programs. A disconcerting response was that fifty-nine percent of both the transfer and career students responded that they did not want help with personal concerns and the counseling service will have to consider this in the delivery of its services. Perhaps, students differentiate personal concerns from academic and career concerns.

Conclusions

This major applied research effort illustrated that both transfer and career students could benefit from a program that would address their curricular decision making. The conclusions are generalized from the research as explanation for the statistical results. Students' curricula choices made at the time of entrance can not be the sole determinant of their educational plans. The curricula may be designed for certain purposes and the students may have other purposes in mind. Students need to be asked what their educational plans are so they can be helped to achieve them. Incorrect curricula choices can implicate the advising and course recommendations that are made pursuant.

It was expected that transfer and career students would differ significantly with regards to their career aspirations, transfer intents, amount of education planned, and degree aspirations. However, there were patterns of similarity despite the diversity of educational plans. According to these data, BMCC students, constituted by a large percentage of minorities, have career interests and degree aspirations that might be best served minimally by completion of the associate degree with access to baccalaureate programs with minimal transfer loss.

Articulation and transfer counseling are crucial to the success of these students towards accomplishment of their goals as well as for the ultimate survival of the community college. The research literature has shown that quality advising is the cornerstone to student retention and satisfaction with the institution. The findings in this research project showed that a large number of students in BMCC intend to transfer.

BMCC presently enrolls large numbers of minority students who are severely underrepresented in other segments of higher education. Consequences of socio-economics as well as past educational experiences make them a "high-risk" population as defined by the literature. The urban community college remains committed to large numbers and tries to serve as many as possible. The student service personnel must do their best to ascertain why students have enrolled, what their intentions are and how to help them achieve their goals.

Better information, decision making and advisement early on could help students develop sound educational plans.

There are many student needs that are not being addressed by the counselors or faculty in the academic advisement program. Any solution to the problem will need to be multifaceted, include the entire institution and be based on data on each individual student. The personnel must be proactive and use the types of interventions that can be accomplished efficiently for the large number of students that need to be served.

Recommendations

The recommendations that appear in this section are designed specifically for the improvement of practice, including strategies for diffusion, implementation and change. Answers to the four remaining research questions were used as a framework for recommending an integrated academic and transfer advisement program derived from the research literature and current student development practice. The questions were:

1) What procedures can be established to make initial contact with the entering freshman transfer and career students?;

2) How can the initial educational objectives of entering freshman students be better addressed?;

3) What recommendations can be made for the transfer and academic advisement program?,

4) What should be the roles of the faculty and counselors in the process?

Based on the findings and conclusions of this study, the following recommendations are offered to meet the needs of entering students. It is integral to the implementation of the recommendations that a director of academic advisement be appointed who could serve as a liaison to both academic and student affairs deans. These recommendations will be fowarded to the dean of academic affairs who coordinates the academic advisement process and is in the position to implement the changes. Additionally, the data and recommendations from the study will be discussed in Faculty Council.

Initial Contact

1. Survey entering freshman students about their educational plans by using ACT's Educational Planning Form (EPF) during the academic skills testing phase of orientation.
2. Implement mandatory advisor/advisee contact during orientation with the faculty advisor and student both having copies of the EPF available for discussion of educational plans.

Addressing Educational Objectives

3. Focus on the information provided on the EPF form for use in working with entering freshmen

students rather than merely prescribing courses needed to complete degree requirements.

4. Develop an individual advisement plan with the students that takes into account their transfer intents, career goals, amount of education planned and how sure they are of their program or major.

Advising Information System

5. Adopt the use of the computer for the mechanical aspect of academic advising that will provide adequate and consistent information for all.
6. Incorporate the results from the EPF and the CUNY academic skills placement tests with the current academic audit system at BMCC so as to allow the advisor and student to know recommended placement levels.
7. Code courses that transfer so both the advisor and student can make a decision on taking a course with respect to its transferability.
8. Develop and publish a comprehensive advisor handbook that provides academic advisors with the information and resources they need to effectively advise.
9. Provide students with information on campus referral sources, relevant to the areas they expressed wanting help with on the EPF.

Academic Advising Policy

10. Articulate an institutional statement about advisement that defines academic advising as a decision-making process including the development of student goals consistent with interests, aptitudes and strengths.
11. Define the primary purpose of the academic advising program at BMCC to assist students in the development of meaningful educational plans that are compatible with their life goals. It must be viewed as a continuous process of clarification and evaluation.
12. Formulate goals and objectives for academic advising that will include:
    development of suitable educational plans; interpretation of program or curricula requirements; selection of appropriate courses; clarification of career goals; development of decision-making skills; reinforcement of students' educational objectives; referral to institutional support services and other educational resources available, where appropriate; and evaluation of student progress toward stated goals.

Roles of Faculty

13. Continue the system in which faculty members are the primary deliverers of academic advising.
14. Provide clear and accurate information regarding course selection and understanding program requirements for graduation.
15. Emphasize the instructional rather than administrative responsbility in advisement that will allow the advisor to assist in a teaching function that provides direction and purpose.
16. Participate in training sessions developed for academic advisors.
17. Refer students, when appropriate, to various campus resources.
18. Acquire the skills necessary to become more developmental advisors.
19. Recommend curricular revisions that take into account students' educational goals in both the transfer and career curricula that could include transfer tracks for the career curricula.
20. Develop a common core of prescribed curricula, especially for undecided students, that could serve as general education requirements included in both transfer and liberal arts curricula.

Roles of Counselors

21. Gain an understanding and knowledge of the academic requirements and policies of the institution so as to provide accurate information.
22. Help students to clarify goals, and gain an awareness of skills, talents, aptitudes, and interests.
23. Provide ongoing counseling opportunities in the orientation course or in the workshop format that will allow students to make decisions about their futures and to develop effective decision-making skills.
24. Assist students in assessing their prior and future learning experiences and understanding the learning conditions they are experiencing.
25. Teach students how to gather information from a wide variety of sources.
26. Promote student development by encouraging self-appraisal and a positive self-concept.
27. Understand the relationships between educational opportunities and career requirements.
28. Determine the basic characteristics and qualifications related to preparation for and performance of various occupational skills.
29. Develop a career exploration course.

30. Assist students to relate their personal interests and limitations to academic and career opportunities.

Roles of Students

31. Become an effective partner in the educational process by getting the facts and determining an academic program.
32. Gather information, evaluate information, know own goals and values.
33. Make decisions and develop alternatives.
34. Accept the responsibility for making educational plans.
35. Develop a clearly defined rationale for attending college.
36. Remain open to examining alternatives.
37. Learn how to capitalize on the education that is offered.

Roles of Administrators

38. Designate authority to a campus-wide director or coordinator of academic advising that would serve as a liaison position to represent both academic and student affairs.
39. Establish a centralized academic advising center that would provide accessible information and

assist students in their academic decision making on a needs basis.

40. Integrate the transfer advisement center with the academic advisement center so students could be provided with accurate and timely communications regarding transfer.
41. Provide lists of suggested and required courses by major for transfer to each CUNY institution and colleges in the area.
42 Pursue articulation agreements for both transfer and career curricula.
43. State clearly the academic advising responsibilities of the faculty in the Faculty Handbook.
44. Implement a reward system for faculty participation that takes form in the consideration of tenure, promotion and merit increases.
45. Develop consistent policy with regards to faculty advisor/advisee load.
46. Establish a steering committee interested in improving the academic and transfer advisement.
47. Conduct regularly scheduled inservice workshops during the year.
48. Supplement the regular advising program with peer advisors employed as college work-study students in the advisement center.

49. Investigate the possibility of using volunteers from the faculty and staff in the advisement center.

45. Offer curricular workshop approaches to advise groups of students throughout the year.

46. Develop strategies to identify special advising needs of sub-groups of students, such as probationary students, and readmits.

Evaluation

47. Survey both advisors and students to obtain data about the present academic advising program and the perceived need for change.

48. Conduct a self-study by a task force made up of a group of institutional representatives. The recommended self-study is the Council for the Advancement of Standards for Student Services/Development Programs (CAS) Academic Advising Standards Self Assessment Guidelines (1988). This guide may be produced for local institutional use (Appendix H). This will serve as the formative evaluation and will help decide what can be done to improve the advising system.

49. Collect student data through surveys and interviews about their information needs,

perceived accessability of the advisors, and satisfaction with the advisement process.

50. Design summative evaluation, once the recommendations are adopted, that includes information about retention, graduation, change of curriculum, transfer and withdrawal rates.

Summary

This study highlights the need for specific and comprehensive planning of immediate, intermediate and future educational and occupational choices for all students. Counselors must help students see relationships between their achievements, values, preferences, educational aspirations and career preferences. Additionally, the faculty can help students systematically reality test career preferences by relating them to achievement. Career awareness can be related to particular majors, and careers can be targeted related to curriculum. Career information should be used in counseling to raise aspirations and identify alternative occupations, but it should also be used in program planning and curriculum development.

BIBLIOGRAPHY

BIBLIOGRAPHY

Anstett, Robert R. "A Study of Transfer Student Perceptions of a Campus Environment." NASPA Journal, 10:198-205. January, 1973.

Astin, Alexander W. Four Critical Years: Effects of College on Beliefs, Attitudes, and Knowledge. San Francisco: Jossey-Bass, 1977.

Baron, Robert F. "Why the Big Change in Student Program Selection at Two-Year Colleges?" Educational Record, 65:35-36. Winter, 1984.

Bender, Louis W. "Planning after the Golden Age" in Improving State-wide Planning, ed. by James L. Wattenbarger and Louis Bender. New Directions for Higher Education No. 8. San Francisco: Jossey-Bass, 1974.

Bender, Louis W. and Susan Chalfant-Thomas. Achievement of the Baccalaureate: Florida Policies and Practices in Selected Urban Areas. ERIC ED 267 860, 1986.

Bensimon, Estela M., and Michelle J. Riley. Student Predisposition To Transfer: A Report of Preliminary Findings. ERIC ED 247 963, 1984.

Blocker, Clyde E., Louis W. Bender and Sebastian V. Martorana. The Political Terrain of American Postsecondary Education. Fort Lauderdale, FL: Nova University Press, 1975.

Blustein, David L.; Thomas P. Judd.; Judith Krom; Barbara Viniar; Elaine Padilla; Richard Wedermeyer; and Dell Williams. "Identifying Predictors of Academic Performance of Community College Students." Journal of College Student Personnel. 27:242-249. May, 1986.

Bowles, Dympna J., and others. Bridging The Gap: A Case Study of Cooperative Strategies to Improve The Transfer Experience. ERIC ED 261 570, 1985.

Bowen, Howard R. "Society, Students and Parents-A Joint Responsibility-Finance and the Aims of Higher Education" in Leslie, Larry and Richard Anderson (editors). Reader on Economics and Finance in Higher Education. Washington, D.C.: Association for the Study in Higher Education, 1986.

Brawer, Florence B. Facilitating Transfer Through Student Support Services. ERIC ED 250 024, 1984.

Breneman, David W., and Susan C. Nelson. "The Future." in Leslie, Larry and Richard Anderson (editors). Reader on Economics and Finance in Higher Education. Washington, D.C.: Association for the Study in Higher Education, 1986.

Brick, M. Forum and Focus for the Junior College Movement. New York: Teachers College Press, 1965.

Brown, Robert D., and Mark J. Sanstead. "Using Evaluation to Make Decisions About Academic Advising Programs. New Directions for Student Services: Developmental Approaches to Academic Advising. Number 17 San Francisco: Jossey-Bass, March 1982.

Castillo, Max. Underrepresentation of Minorities Who Transfer to Baccalaureate Institutions. ERIC ED 265 999, 1984.

City University of New York. Course Equivalency Guide. 1985.

Cohen, Arthur M. Counting The Transfer Students. ERIC ED 172 864, 1979.

Cohen, Arthur M. "Student Access and the Collegiate Function in Community Colleges." Higher Education, 14:149-163, April 1985.

Cohen, Arthur M., and Florence B. Brawer; The American Community College. San Francisco, California; Jossey-Bass 1982.

Cohen, Arthur M., Florence B. Brawer; and Estela M. Bensimon. Transfer Education in American Community Colleges. Los Angeles, California: Center for the Study of Community Colleges, ED 255 250, 1985.

Cohen, Arthur M., Florence B. Brawer; The Collegiate Function of Community Colleges. San Francisco; Jossey-Bass, 1987.

Commission on Higher Education, Middle States Association of Colleges and Schools. "Report to The Faculty, Administration, Trustees And Students of Borough of Manhattan Community College" Boulder, Colorado: NCHEMS Publications, Publication 2BA370, 1987.

Crockett, David S. "Academic Advising Delivery Systems." New Directions for Student Services: Developmental Approaches to Academic Advising, No. 17. San Francisco: Jossey-Bass, March, 1982.

Crockett, David S. (editor) Academic Advising: A Resource Document. Iowa City, Iowa: American College Testing Program, 1978.

Cross, K. Patricia, J.R. Valley, and Associates. Planning Non-Traditional Programs: An Analysis of The Issues for Postsecondary Education. San Francisco: Jossey-Bass, 1974.

Cross, K. Patricia. The Junior College Student: A Research Description. Princeton, New Jersey: Educational Testing Services, 1968.

CUNY Office of Academic Affairs and Office of Institutional Research. "Liberal Arts Degree Transfers in The City University of New York: An Audit of the 1985 Articulation Policy" (An unplublished report) New York: City University of New York, 1987.

Deegan, William L., and Dale Tillery. "Toward a Fifth Generation of Community Colleges" Community, Technical, and Junior College Journal. Volume 57 Number 5 April/May, 1987.

Dempsey, June B. Higher Education Linkage Program: A Two Year/Four Year Transfer Project in Cooperation With Pima Community College District And Cochise College Progress Report, 1985-86. ERIC ED 270 155, 1986.

Donovan, Richard A., Barbara,Schaier-Peleg, and Bruce Forer. Transfer: Making it Work, A Community College Report. Washington, DC: American Association of Community and Junior Colleges, National Center for Higher Education, 1987.

Doran, Kenneth T. "Relevancy of the Community College." Speech delivered before N.Y. Personnel and Guidance Assoc., Nov 18, 1969. ED 035 399, 1970.

Eells, Walter Crosby. The Junior College. New York: Houghton Mifflin Co., 1931.

Elmi, Francis N. "Factors Affecting Faculty Role Consensus in a Public Two-Year College" Doctoral dissertation, New York University, Dissertation Abstracts International, 36, 4287A 1975.

Elmi, Francis N. "The Integration of Counseling, Academic Advisement, and Academic Mission in a Community College" Community Review Volume V Number 2, Fall, 1984.

Emrick, Raymond T. An Institutional Research For The Purpose of Measuring The Effectiveness of Instructional, Curricular, and Personnel Services To The Transfer Students At Olney Central College. ERIC ED 105 912, 1972.

Ender, Steven C., Roger B. Winston, Jr., and Theodore K. Miller. "Academic Advising as Student Development." New Directions for Student Services: Developmental Approaches to Academic Advising, No. 17. San Francisco: Jossey-Bass, March, 1982.

Farland, Ronn, and Juan Cruz. Identifying And Assisting Potential Transfer Students: Policies And Practices. ERIC ED 220 162, 1982.

Fife, Jonathan D. (series ed.) in Richardson, Jr., Richard C. and Louis W. Bender. Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6 Washington, D.C.: Association For the Study of Higher Education, 1985.

Florida State Department Of Education. Interpretations Of The Articulation Agreement. ERIC ED 256 390, 1982.

Friedlander, Jack. "An ERIC Review: Why is Transfer Education Declining?" Community College Review, 8:59-66. Fall, 1980.

Garland, Peter H. Serving More Than Students: A Critical Need for College Student Personnel Services. ASHE-ERIC Higher Education Report No. 7. Washington, D.C. Association for the Study of Higher Education, 1985.

Grites, Thomas J. "Advising for Special Populations." New Directions for Student Services: Developmental Approaches to Academic Advising, No. 17. San Francisco: Jossey-Bass, March, 1982.

Harper, Harold, and others. Advisement and Graduation Information System. ERIC ED 197 776, 1981.

Hendel, Darwin D., Jeffrey Teal, and Ellen Benjamin, "Student Attitudes About the Transfer Process: A Comparison Among These Three Student Populations. NASPA Journal, 121:13-21. Winter, 1984.

Hoyt, Kenneth B. "The Role of Career Counseling and Placement in the College and University." Remarks prepared for presentation to the College Placement Council Meeting. Washington, D.C., May 29, 1975.

Hoyt, Kenneth B. "Some Thoughts on Career Education and The Liberal Arts." Paper prepared for presentation at Emanuel College, Boston, Massachusetts, October 22, 1977.

Isaac, Stephen and William B. Michael. *Handbook In Research and Evaluation.* San Diego, California: Edits, 1981.

Kerr, Bette, and others. *Hostos Community College's Integrated Transfer Program: Report To The FORD Foundation.* ERIC ED 259 764, 1984.

Kintzer, Frederick C. *Middleman in Higher Education: Improving Articulation Among High School, Community College, and Senior Institutions.* San Francisco: Jossey-Bass, 1973.

Kintzer, Frederick C. "Articulation/Transfer and Accreditation." *Office on Educational Credit and Credentials News*, American Council on Education, No. 6. Winter, 1982.

Kintzer, Frederick C., and James L. Wattenbarger. *The Articulation/Transfer Phenomenon: Patterns and Directions.* Horizons Issues Monograph Series, American Assocation of Community and Junior Colleges, Washington, DC. Council of Universities and Colleges. ERIC Clearinghouse for Junior Colleges: California, May, 1985.

Kirby, Emily B. *An Assessment Of Transfer Program Outcomes.* ERIC ED 156 299, 1978.

Kissler, Gerald R. "The Decline of The Transfer Function: Threats or Challenges?" *New Directions For Community Colleges.* Volume 10, Number 3. September, 1982.

Koltai, Leslie. The State of the District, 1981. Los Angeles: Los Angeles Community College District, ERIC. ED 297 654, 1981.

Koltai, Leslie. Redefining the Associate Degree. Washington, D.C.: American Association of Community and Junior Colleges, ERIC ED 242 378,1984.

Knoell, Dorothy M. "Access, Articulation, and Assessment: Three A's for Research on Students" Abstract of Keynote Address presented at the Nova University Center for Higher Education Summer Institute. Fort Lauderdale, Florida, August, 1988.

Knoell, Dorothy M. "The Transfer Function - One of Many." New Directions For Community Colleges, Volume 10, Number 3. September, 1982.

Knoell, Dorthy M., and Leland L. Medsker. Factors Affecting Performance of Transfer Students From Two-to Four-Year Colleges: With Implications for Coordination and Articulation. Berkeley, California: University of California Center for the Study of Higher Education, 1964.

Knoell, Dorthy M., and Leland L. Medsker. From Junior to Senior College: A National Study of the Transfer Student. Washington, D.C.: American Council on Education ERIC ED 013 632, 1965.

Laffey, J.M. "The Assessment of Involvement with School Work Among Urban High School Students." In Blustein et. al. Journal of College Student Personnel. 27:242-249. May, 1986.

Lombardi, John "The Surge of Occupational Education." Community College Review, Volume 5 Number 3., 1978

Martorana, Sebastian .V., J. Terence Kelly and Lawrence A. Nespoli. Politics, Law, and Economics of Higher Education. Study Guide, Fort. Lauderdale, Florida: Nova University Press, 1987.

McCartan, AnnMarie. "The Community College Mission: Present Challenges and Future Visions. The Journal of Higher Education. Volume 54, Number 6. November/December, 1983.

McConnell, T.R. A General Pattern for American Higher Education. New York: McGraw-Hill, 1962

Menacker, Julius. From School to College: Articulation and Transfer. Washington, D.C.: American Council on Education, 1975.

Miller, Theodore K., and Sue Saunders McCaffrey. "Student Development Theory: Foundations For Academic Advising. "New Directions for Student Services: Developmental Approaches to Academic Advising. No 17. San Francisco: Jossey-Bass, March, 1982.

Monroe, Charles R. Profile of the Community College. San Francisco, California: Jossey-Bass, 1972.

Moore, Kathryn M. "The Transfer Syndrome: A Pathology with Suggested Treatment." NASPA Journal, 8:22-28. Spring, 1981.

Murphy, Joseph S. "The Public Urban University and the Costs of Equality" in The Crisis in Higher Education, Froomkin, Joseph (ed.) New York: The Academy of Political Science, 1983.

Nevada University System, Reno. Community College/ University Articulation Policy. ERIC ED 221 242, 1982.

Office of the Registrar and Office of the Dean of Administration and Planning. "Summary of Spring 1983 Enrollment" (an unpublished report) New York: Borough of Manhattan Community College of the City University of New York, 1983.

Palinchak, Robert. The Evolution of the Community College. Metuchen, New Jersey: The Scarecrow Press. Inc, 1973.

Parnell, Dale. "Five Critical Issues." Community and Junior College Journal, 54:40-41. May, 1984.

Petersen, Debra. Los Angeles Harbor College Ford Foundation Transfer Report 1983-84. ERIC ED 260 738, 1984.

Richardson, Richard C. and Bender, Louis W. Students in Urban Settings Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No.6, Washington, D.C.: Association for the Study of Higher Education, 1985.

Richardson, Richard C. and Louis W. Bender. Helping Minorities Achieve Degrees: The Urban Connection. A report to the FORD Foundation, ERIC ED 277 436, 1986.

Richardson, Richard C. Jr., and Donald S. Doucette. Persistence, Performance, and Degree Achievement of Arizona's Community College Transfers In Arizona's Public Universities. ERIC ED 197 785, 1980.

Sandeen, Arthur, and Thomas Goodale. "Special Report of NASPA Division of Research and Program Development: Student Personnel Programs and the Transfer Student." NASPA Journal. 9: 179-200. January, 1972.

Schaier-Pelleg, Barbara. (ed.), New Initiatives for Transfer Students. New York: Networks in Cooperation with the Ford Foundation, 1984.

Schinoff, Richard B., and J. Terence Kelly. "Improving Academic Advisement and Transfer Articulation Through Technology." New Directions for Community Colleges, Volume 10, Number 3. September, 1982.

Self-Study prepared for the Middle States Association by Self-study Steering Committee, Borough of Manhattan Community College, The City University of New York, February 10, 1987.

Shimabukuro, Milton. Laney College Transfer Opportunities Program, Sponsored By The Ford Foundation: A Narrative Report, 1983-84. ERIC ED 258 613, 1984.

Smith, Jack E. "A Study of the Policies and Practices of Curriculum Development and Articulation in the Los Angeles Community Colleges: Implications for Program Vitality." Unpublished doctoral dissertation, School of Education, Nova University, 1978.

Smith, Jack E. "Articulation and The Chief Instructional Officer." New Directions for Community Colleges, Volume 10, Number 3. September, 1982.

Smith, Alan D. Occupational Education And College-Parallel Programs Of The Two-Year College: Transfer And Credit Articulation Controversy. ERIC ED 263 957, 1984.

Smith, Joshua L., "Community College Education in the New Millenium." Unpublished speech delivered at Claremont Graduate School of Education, November 19, 1985.

State University of New York: Office for Community Colleges. SUNY Community College Graduates: Their Futures. Analysis Paper No. 822. ERIC ED 223 282, 1982.

Stanley, James W. "The Oldest Junior College." Junior College Journal, 36: 37-38, November 1965. State University of New York: Office For Community Colleges. SUNY Community College Graduates: Their Futures. Analysis Paper No. 822. ERIC ED 223 282.

"Survey Shows Uncertainty on 2-Year Colleges' Role." Chronicle of Higher Education, January 6, 1982.

Thornton, James W. Jr. *The Community Junior College.* New York: John Wiley and Sons, Inc., 1966.

Tillery, Dale William L. Deegan "The Evolution of Two-Year Colleges Through Four Generations" In Deegan, William L. and Dale Tillery and Associates *Renewing The American Community College*: *Priorities and Strategies for Effective Leadership:* Jossey-Bass Inc., San Francisco California:, 1985

Tinto, Vincent. "Dropout from Higher Education: A Theoretical Synthesis of Recent Research." *Review of Educational Research.* 45:89-125, 1975.

Van Alystyne, C. "The High Cost of Transfer: Hidden Penalties." *Community and Junior College Journal.* 45: (2) 12-14, 1974.

Vaughan G.B., and Charles R. Dassance. "The Missing Link in the Student Consumer Movement." *New Directions for Community Colleges: Improving Articulation and Transfer Relationships*. 39, 31-40, 1982.

Willingham, Warren W. *The No. 2 Problem: Transfer To The Upper Divison.* ERIC ED 066 140, 1972.

Winston, Roger B., Steven C. Ender, and Theodore K. Miller. (editors). *New Directions for Student Services: Developmental Approaches to Academic Advising.* No. 17. San Francisco: Jossey-Bass, 1982.

Workman, R. "A Study of Selected Characteristics, Experiences, and Perceptions of Students Enrolled in Occupational Programs in Colorado Public Two-Year Community Colleges." Unpublished doctoral dissertation, School of Education, University of Colorado, 1974.

Wright, Irene. *Handbook For Articulation Task Forces. 1984-85.* ERIC ED 257 484, 1985.

Wynne, R.L. "Socioeconomic Status and Vocational Interests of Junior College Students in Occupationally Oriented Curricula." Unpublished doctoral dissertation, Northern Illinois University, 1968.

Zeldman, Diann. "Articulation and Transfer in Florida." *New Directions For Community Colleges,* Volume 10, Number 3, September, 1982.

APPENDIX A

INVENTORY OF BMCC REGISTERED PROGRAMS

INVENTORY OF REGISTERED PROGRAMS/HEGIS CODE NUMBERS

Institutional Master List registered with the New York State Education Department

All students registered in any of the following approved programs are eligible for Federal, State and City assistance, provided the student meets the individual requirements in each specific financial aid program.

Program Name	Program Code	HEGIS Code	Type of Degree Awarded	Date Registered
Accounting	01080	5002	A.A.S.	3/72
Business Administration	01076	5004	A.A.	3/72
Business Management	79416	5004	A.A.S.	8/79
Banking & Finance			A.A.S.	
Marketing			A.A.S.	
Credit & Collections			A.A.S.	
Sales Management			A.A.S.	
Real Estate			A.A.S.	
Retailing			A.A.S.	
General Management			A.A.S.	
Travel and Tourism			A.A.S.	
Child Care/Early Childhood Education	81256	5503	A.A.S.	7/81
Community Mental Health Technology	01097	5216	A.S.	8/79
Corporate & Cable Communications	82563	5008	A.A.S.	12/82
Data Processing	01091	5101	A.A.S.	3/72
Operations			A.A.S.	
Programming			A.A.S.	
Liberal Arts	01079	5649	A.A.	3/72
Dance			A.A.	
Fine Arts			A.A.	
Government Administration			A.A.	
Music—Performing Arts			A.A	
Physical Education			A.A.	
Recreation Leadership			A.A.	
Social Service			A.A	
Medical Record Technology	01094	5213	A.A.S.	3/72
Nursing	01093	5208.1	A.A.S.	9/67
Respiratory Therapy Technology	01096	5215	A.A.S.	3/72
Secretarial Science	79417	5005	A.A.S.	8/79
Executive			A.A.S.	
Bilingual			A.A.S.	
Legal			A.A.S.	
School			A.A.S.	
School Bilingual			A.A.S.	
Word Processing			A.A.S.	

APPENDIX B

DSL-101 SYLLABUS

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF STUDENT LIFE

DSL 101 - INTRODUCTION TO ACADEMIC LIFE AND SKILLS - 1 CREDIT - 1 HOUR

SYLLABUS

BRIEF COURSE DESCRIPTION:

The orientation course is divided into three units. UNIT I is designed to acquaint you with the institution's structure, rules, organization and the functions of its offices. UNIT II explains your role and responsibility within the institution. In UNIT III the critical issues of life goals and exploration of career choices are considered.

COURSE OBJECTIVES:

The orientation course has the following student objectives which will enhance:

1. Your Ability to effectively and constructively participate in classroom activities.
2. Your awareness and knowledge of the institution's responsibilities and your responsibility.
3. Your ability to study effectively.
4. Your knowledge of the organization of the institution and the function of its units, and how to use its resources.
5. Your ability to make sound academic and career choices as well as other personal decisions.

REQUIRED TEXTBOOK AND MATERIALS:

Elmi and Pereiras, Editors, Student Resourse Guide, 1985.
BMCC Student Handbook
BMCC College Catalog
Other materials as required by the Instructor

COURSE SEQUENCE BY UNITS AND TOPICS:

Unit I. Introduction to the Borough of Manhattan Community College

- A. Mission of BMCC and its relationship to the City University
- B. Academic Regulations
- C. College Services and Library Orientation

Unit II. Survival Skills

- A. Study Habits and Time Arrangement
- B. Notetaking

- C. **Reading**
- D. **Listening**
- E. **Writing**
- F. **Financial Aid**

Unit III. Self-Actualization/Career Exploration

A. Self-Assessment

1. **Values Clarification**
2. **Goal Setting**
3. **The Nature of Decision Making**
4. **Assessing Curriculum Choice**
5. Sources of Occupational and Career Information

B. Systems and Negotiating Them

1. Community Relations
2. Personal Relations
3. Assertiveness

ATTENDENCE:

The maximum number of absences will be limited to one more hour than the number of hours a class meets in one week. Therefore, the total number of absences for this class cannot exceed two (2) for the semester.

GRADING:

The final grade in the orientation course will be determined as follows:

Mid-semester examination..30%
Final Examination...30%
Quizzes, class Participation and exercises determined by the instructor...40%

APPENDIX C

EDUCATIONAL PLANNING FORM

ASSET Educational Planning Form
BACKGROUND AND PLANS SUMMARY

Keep the gold copy of this form with you during your attendance at the institution.

Today's date ___ Month ___ Day ___ Year

(Please print)
NAME OF CAMPUS ____________

1. NAME ____________ Last ____________ First ____________ MI

Address ____________

City ____________ State ____________ ZIP Code ____________

2. ____________ Student/Social Security number ____________ Area code ____________ Telephone number

3. DATE OF BIRTH ___ Month ___ Day ___ Year

4. IS ENGLISH YOUR FIRST (PRIMARY) LANGUAGE? ☐ 1. Yes ☐ 2. No

5. SEX ☐ 1. Male ☐ 2. Female

6. ARE YOU A VETERAN? ☐ 1. Yes ☐ 2. On active duty ☐ 3. No

7. ETHNIC BACKGROUND

☐ 1. Black/Afro-American
☐ 2. American Indian/Alaskan Native
☐ 3. White/Caucasian
☐ 4. Mexican American/Chicano
☐ 5. Asian/Pacific Islander
☐ 6. Puerto Rican/Cuban/Other Hispanic
☐ 7. Filipino
☐ 8. Other
☐ 9. Prefer not to respond

8. TYPE OF HIGH SCHOOL CERTIFICATE

☐ 1. High school diploma ___ Year
☐ 2. GED
☐ 3. Proficiency exam
☐ 4. Certificate of completion
☐ 5. Foreign secondary
☐ 6. Not a high school graduate
☐ 7. Still in high school

____________ Name of high school ____________ City ____________ State ____________ H.S. code (see list)

9. CREDITS EARNED AFTER HIGH SCHOOL

___ Quarter credits ___ Semester credits

10. HIGHEST DEGREE/CERTIFICATE EARNED AFTER HIGH SCHOOL

☐ 1. Have not attended
☐ 2. Some credits/courses
☐ 3. Certificate or diploma
☐ 4. Associate degree
☐ 5. Bachelor's degree
☐ 6. Master's degree or beyond
☐ 7. Other ____________

____________ Last school attended after high school ____________ City ____________ State ____________ Institution code (see list)

11. OVERALL HIGH SCHOOL GRADE POINT AVERAGE

☐ 1. A– to A (3.5-4.0)
☐ 2. B to A– (3.0-3.4)
☐ 3. B– to B (2.5-2.9)
☐ 4. C to B– (2.0-2.4)
☐ 5. C– to C (1.5-1.9)
☐ 6. D to C– (1.0-1.4)
☐ 7. D– to D (0.5-0.9)

12. COURSES COMPLETED AND GRADES EARNED

	High School		After High School	
	# of years studied	Last grade received	# of years studied	Last grade received
1. English	___	___	___	___
2. Business Math	___	___	___	___
3. Algebra	___	___	___	___
4. Calculus	___	___	___	___
5. Science	___	___	___	___
6. Foreign Language	___	___	___	___
7. Computer Skills	___	___	___	___
8. Vocational Skills	___	___	___	___

13. ENROLLMENT PLAN

Term:
☐ 1. Fall
☐ 2. Winter
☐ 3. Spring
☐ 4. Summer I
☐ 5. Summer II

Year: 19___

Time:
☐ 1. Day
☐ 2. Evening
☐ 3. Day and evening

Credits planned first term ___

14. CAREER GOAL ____________ Type of work or name of occupation ____________ Career code (see list)

How sure are you of your choice in number 14?
☐ 1. Very sure ☐ 2. Fairly sure ☐ 3. Not sure

15. INTEREST REGION (from ACT, CPP, VIESA, DISCOVER) ___

16. EDUCATIONAL MAJOR OR PROGRAM ____________ Name of first choice ____________ Program code (see list)

How sure are you of your choice in number 16?
☐ 1. Very sure ☐ 2. Fairly sure ☐ 3. Not sure

17. EMPLOYMENT HOURS PLANNED PER WEEK WHILE ENROLLED

☐ 1. None
☐ 2. 1-10
☐ 3. 11-15
☐ 4. 16-20
☐ 5. 21-30
☐ 6. 31 or more

18. AMOUNT OF EDUCATION PLANNED

☐ 1. Classes only; no certificate or degree
☐ 2. One- to two-year certificate or diploma program
☐ 3. Two-year college degree
☐ 4. Four-year college degree
☐ 5. Graduate or professional study beyond four-year degree

19. CONSIDERING TRANSFER TO ANOTHER SCHOOL LATER?

☐ 1. Two-year college
☐ 2. Four-year college/university
☐ 3. Other type of institution
☐ 4. Not planning to transfer
☐ 5. Undecided about transfer

____________ Name of institution being considered ____________ City ____________ State ____________ Institution code (see list)

20. MOST IMPORTANT REASON FOR ATTENDING THIS TERM

☐ 1. Learn skills to get a new job
☐ 2. Learn skills to advance in job
☐ 3. Transfer to four-year college
☐ 4. Satisfy general education requirements
☐ 5. Improve basic skills in English, reading, or math
☐ 6. Take courses for personal interest
☐ 7. Other

21. PLAN TO EARN CERTIFICATE OR TWO-YEAR DEGREE?

☐ 1. Yes, two-year degree
☐ 2. Yes, certificate or diploma
☐ 3. Undecided
☐ 4. No

22. WOULD LIKE HELP WITH

Yes	Maybe	No		Yes	Maybe	No	
☐	☐	☐	1. Financial aid	☐	☐	☐	9. Personal concerns
☐	☐	☐	2. Finding work	☐	☐	☐	10. Learning disability
☐	☐	☐	3. Learning English	☐	☐	☐	11. Physical disability
☐	☐	☐	4. Reading skills	☐	☐	☐	12. Health problem
☐	☐	☐	5. Study skills	☐	☐	☐	13. Commuter information
☐	☐	☐	6. Writing skills	☐	☐	☐	14. Work experience credit
☐	☐	☐	7. Math skills	☐	☐	☐	15. Day care information
☐	☐	☐	8. Choosing major/career	☐	☐	☐	16. Transfer

23. GRADES EXPECTED FIRST TERM

☐ 1. A– to A (3.5-4.0)
☐ 2. B to A– (3.0-3.4)
☐ 3. B– to B (2.5-2.9)
☐ 4. C to B– (2.0-2.4)
☐ 5. C– to C (1.5-1.9)
☐ 6. D to C– (1.0-1.4)
☐ 7. D– to D (0.5-0.9)

APPENDIX D

LIST OF MAJORS AND CAREER GOALS

LIST OF CAREER GOALS AND EDUCATIONAL PROGRAMS OR MAJORS

The list provided below is related to Items 14 and 16. For Item 14 use the letter code most closely related to your career goal. For Item 16 use the number next to the bold capitalized program or major that represents the curriculums available at BMCC. This list is not exhaustive so your career goal might not be specified. If this is so please write in your answer to item 14.
If you are completely undecided about your answer, mark 000.

000 Undecided

001 ACCOUNTING
00A Accounting Clerk
00B Assistant Bookkeeper
00C Accounting Trainee
00D Junior Accountant
00E Payroll Clerk
00F Assistant Accountant
00G Certified Public Accountant
00H Financial Analyst

002 BUSINESS ADMINISTRATION, 4 yr
003 BUSINESS MANAGEMENT CAREER TRACK
00I Bank Teller
00J Junior Management Trainee in Finance Department
00K Management Trainee
00L Marketing Trainee
00M Real Estate Salesperson
00N Retail Salesperson
00P Retail Salesmanager
00Q Manager/Administrator
00R Travel Agent
00S Marketer
00T Finance and Investment Counselor
00U Public Administrator
00V City Planner

004 CHILDCARE/EARLY CHILDHOOD EDUCATION
00W Para-Professional
00X Assistant Teacher
00Y Day Care Assistant

005 COMMUNITY MENTAL HEALTH TECHNOLOGY
00Z Community Mental Health Assistant

006 CORPORATE AND CABLE COMMUNICATION
0AA Entry Level Video Tape Production
0BB Operations/Management Positions in Corporate Communications Departments
0CC Audio Visual Production
0DD Industrial Videotape Production
0EE Radio/Television (related to broadcasting
0FF Telecommunication
0GG Public Relations

007 DATA PROCESSING
0HH Data Entry
0II Systems Analysts
0JJ Computer Scientist
0KK Computer Programmer
0LL Computer Operator

008 LIBERAL ARTS
Preparation for
0MM Teaching
0NN Law
0PP Government Administrator
0QQ Architecture
0RR Medicine
0SS Psychology
0TT Counseling
0UU Journalism
0VV Dance
0WW Fine Arts
0XX Music
0YY Physical Education
0ZZ Social Work
AAA Engineering
BBB Research

009 MEDICAL RECORD TECHNOLOGY
CCC Medical Record Technician

100 NURSING
DDD Registered Nurse

200 RESPIRATORY THERAPY
EEE Respiratory Therapist

300 SECRETARIAL SCIENCE
FFF Executive Secretary
GGG Legal Secretary
HHH School Secretary
III Word Processor

400 THEATRE MANAGEMENT
JJJ Performance
KKK Director
LLL Production

APPENDIX E

ENDORSEMENT LETTERS

BMCC
BOROUGH OF MANHATTAN COMMUNITY COLLEGE THE CITY UNIVERSITY OF NEW YORK 199 CHAMBERS STREET NEW YORK NY 10007

November 9, 1988

TO: Institutional Review Board

FROM: Professor Ardie D. DeWalt A.D.D.
Acting Director of Counseling

RE: ENTERING FRESHMAN LIBERAL ARTS AND CAREER STUDENTS: A COMPARISON OF SELECTED EDUCATIONAL OBJECTIVES WITH RECOMMENDATIONS FOR TRANSFER AND ACADEMIC ADVISEMENT

****

An indepth discussion of Ms. Mary Padula's proposed thesis, which involves the utilization of random sampling of our DSL 101 Classes, seems to justify my approval of this project.

I have been assured that our students's rights to confidentiality and their civil rights, will be protected with the information being used solely for Ms. Padula's thesis research, as approved by her institution of study.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

MEMORANDUM

TO: Institutional Review Board

DATE: November 4, 1988

FROM: Dean D'Oyen

RE: Entering Freshman Liberal Arts and Career Students: A Comparison of Selected Educational Objectives with Recommendations for Transfer and Academic Advisement

---

I have discussed the abovementioned proposed thesis with Mary Padula of our staff. She proposes to ask the DSL-101 students in a random sample of fifteen sections to complete an educational planning form that has been validated for use with two-year college students by American College Testing (ACT).

The study has merit for the Department of Student Life as well as the DSL-101 course and we are pleased to cooperate with and approve the execution of the study.

APPENDIX F

INSTITUTIONAL REVIEW BOARD CONSENT

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Date November 22, 1988

To: Prof. Mary S. Padula, Principal Investigator

From: BMCC Institutional Review Board

Re: Entering Freshman Liberal Arts and Career Students: A Compariso of Selected Educational Objectiv with Recommendations for Transfe etc.
(study title)

The BMCC Institutional Review Board has reviewed your request to conduct the aforementioned study, which would utilize BMCC students, and renders the following decision:

☒ You have been granted approval to proceed.

☐ You may proceed with the study once the following contingencies have been met:

☐ Approval is denied for the following reasons:

* * *

The BMCC IRB approval, if granted, may in no way be construed as a validation of any aspect of the content, concept, structure, or intent of the proposed research study, nor as an indication of BMCC institutional sponsorship of such project; approval merely indicates that, in the Board's view, the project is not harmful and does not represent any endangerment to the rights and/or health of the BMCC student subjects utilized by the investigator. Furthermore, IRB approval does not represent any evaluation of the proposed study's quality or the efficacy of its future applications.

Dr. Yvonne Stam
Dr. Yvonne Stam, Acting Chairperson
BMCC Institutional Review Board

cc: Dean Reuben A. Braxton
Dr. Sylvia Corliss, Chair

APPENDIX G

INFORMED CONSENT FORM

SUBJECT'S CONSENT STATEMENT

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Principal Investigator: Mary S. Padula

Project: Entering Students' Educational Objectives

Sponsor: Nova University

I hereby acknowledge that on ______________, I was informed by Mary Padula of BMCC College, of a research project concerning or having to do with the following:

A comparison of selected educational objectives of entering freshmen Liberal Arts and Career Students with recommendations for academic and transfer advisement.

All information provided for this project will remain confidential and participants anonymity will be preserved in this dissertation report. This study is part of a research project that Mary Padula is engaged in to complete a doctoral project in the Programs for Higher Education at Nova University.

I was told with respect to my participation in said project of the possible risks involved, the procedures involved, possible alternative procedures and the expected benefits from the program.

I am fully aware of the nature and extent of my participation in said project and possible risks involved or arising therefrom. I hereby agree, with full knowledge and awareness of all of the foregoing, to participate in said project. I further acknowledge that I have received a complete copy of this consent statement.

I also understand that I may withdraw my participation in said project at any time and that I may inspect a copy of the Institutional Assurance filed by the Research Foundation, CUNY, with the U.S. Department of Heath and Human Services.

Dated: ________________

____
(Signature of Subject)

____
(Printed Name of Subject)

____
SS#

APPENDIX H

FORMATIVE EVALUATION

CAS COUNCIL FOR THE ADVANCEMENT OF STANDARDS FOR STUDENT SERVICES/DEVELOPMENT PROGRAMS

CAS *ACADEMIC ADVISING* STANDARDS
SELF ASSESSMENT GUIDELINES

Rater:______________________________

Department:______________________________

Instructions: Use this scale to rate assessment criteria listed below. Place ratings in the space to the right of each criterion statement. Use Unknown (UK) response only if documentation or other information is unavailable.

1	2	3	4	5	UK
Noncompliance				Compliance	Unknown

Part 1: MISSION

Assessment Criteria: **Scale Score**

1.1 There exists a well developed, written set of academic advising goals that are consistent with the stated mission of the institution. 1.1 ______

1.2 The advising program goals are consistent with the stated student services/development goals of the institution. 1.2. ______

1.3 These goal statements are reviewed and disseminated on a regular basis. 1.3. ______

1.4 The goals and objectives of the academic advising program are consistent with the CAS Standards. 1.4. ______

1.5 The mission of academic advising is to aid students in developing valid educational plans that are compatible with their life goals. 1.5. ______

1.6 There exists an institution-wide written philosophical statement concerning academic advising that includes clearly defined goals as well as the expectations placed upon advisors and students alike. 1.6. ______

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

____

____

____

____

1	2	3	4	5	UK
Non-Compliance				Compliance	Unknown

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

1	2	3	4	5	UK
Non-Compliance				Compliance	Unknown

Part 2: PROGRAM

Assessment Criteria	Scale Score
2.1 The academic advising program is purposeful.	2.1. ______
2.2 The advising program is organized in a coherent, logical fashion.	2.2. ______
2.3 The advising program is based on a relevant theoretical foundation that incorporates knowledge of human development and learning characteristics.	2.3. ______
2.4 The advising program is responsive to the developmental and demographic profiles of the students served.	2.4. ______
2.5 Career planning and placement programs promote student development by encouraging:	
2.5A positive and realistic self appraisal	2.5A ______
2.5B intellectual development	2.5B ______
2.5C appropriate personal and occupational choices	2.5C ______
2.5D clarification of values	2.5D ______
2.5E physical fitness	2.5E ______
2.5F The ability to relate meaningfully with others	2.5F ______
2.5G an enhanced capacity to engage in a personally satisfying and effective style of living	2.5G ______
2.5H appreciation of cultural and aesthetic differences	2.5H ______
2.5I an enhanced capacity to work independently and interdependently	2.5I ______
2.6 The program assists students to resolve personal, physical, and educational problems.	2.6 ______
2.7 The program provides assists students to overcome skill deficiencies.	2.7 ______
2.8 The program provides intentional interventions designed to improve the environment and neutralize negative environmental conditions.	2.8 ______
2.9 The program helps the campus community understand the importance and relationships of both formal academic activity and academic advising to students' development.	2.9 ______
2.10 The program assures that every student be provided ample opportunity and encouragement to meet individually with an advisor each academic term.	2.10 ______
2.11 Academic advisors use all available resources and collaborate in the collection of educational data concerning the needs, performance, aspirations and problems of students.	2.11 ______
2.12 Academic advisors have easy access to and review data about individual student's educational needs, performance, aspirations, and problems.	2.12 ______

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than Compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

Part 3: Leadership and Management

[No Criterion Measures in this Area for Academic Advising]

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Part 4: ORGANIZATION AND ADMINISTRATION

Assessment Criteria: **Scale Score**

4.1 The advising program has clearly written policies and procedures. 4.1 ______

4.2 The program has a detailed description of its administrative processes. 4.2 ______

4.3 There exists an organization chart describing job functions and reporting relationships for the advising program. 4.3 ______

4.4 The academic advising program is well conceived and is compatible with both the students' needs and the institution's organizational structure. 4.4 ______

4.5 The specific responsibilities of academic advisors are well defined, published, and disseminated to advisors and students alike. 4.5 ______

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

Part 5: HUMAN RESOURCES

Assessment Criteria: **Scale Scores**

5.1 Academic advising has sufficient numbers of professional advisors to carry out all aspects of the program. **5.1.** ______

5.2 All professional advisors are qualified for their positions on the basis of relevant graduate education or an appropriate combination of education and experience. **5.2.** ______

5.3 The director of the advising program is qualified for the position beyond the level of staff members to be supervised. **5.3.** ______

5.4 Members of the support staff are qualified by education and experience. **5.4.** ______

5.5 Preprofessional staff members have academic preparation germane to job responsibities. **5.5.** ______

5.6 Adequate training and supervision is provided for support and preprofessional staff. **5.6.** ______

5.7 Paraprofessional members of the advising staff are carefully selected. **5.7.** ______

5.8 Paraprofessional members of the staff are carefully trained to carry out their duties. **5.8.** ______

5.9 Paraprofessional members of the advising staff possess a clear understanding of their limitations. **5.9.** ______

5.10 Paraprofessional staff members are adequately compensated and recognized for their work. **5.10.** ______

5.11 Paraprofessional advising staff members are adequately supervised and evaluated regularly. **5.11.** ______

5.12 There are adequate numbers and kinds of clerical and technical support staff members to assure that professional staff members can carry out their assigned responsibilities. **5.12** ______

5.13 Salary and fringe benefits for all program staff members are adequate and commensurate with similar positions in the institution and the region. **5.13** ______

5.14 There is evidence of a diverse academic advisor staffing pattern reflective of cultural and heritage factors within the student population. **5.14.** ______

5.15 A diverse staffing pattern exists that provides identifiable role models and demonstrates a commitment to fair employment practices. **5.15** ______

5.16 The program utilizes systematic procedures for staff selection and evaluation. **5.16.** ______

5.17 The academic advising program provides adequate and appropriate professional development opportunities for staff members including:

5.17A. inservice education. **5.17A.** ______

5.17B. support to attend professional development activities. **5.17B.** ______

5.18 The institution has designated an individual to direct or coordinate the academic advising program. **5.18.** ______

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

5.19 The institution's designated advising director/coordinator is well qualified for the position through knowledge, experience, and training. 5.19. ____

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than Compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Academic Advising Program enhancement including suggestions in CAS Guidelines:

BIOGRAPHICAL SKETCH OF PARTICIPANT

Mary Stephanie Padula was born and raised in New York. She is committed to public higher education and has studied and been employed in public institutions for most of her academic and career life. Her committments include equality of education for all, access and excellence.

She pursued a bachelors degree in Education from SUNY Geneseo (1969-1973) with a major in special education and minor in psychology. Her first professional experience in 1974 was as a teacher in a BOCES program of special education for ninth, tenth and eleventh graders. This situation articulated a bias towards college level education for all.

Consequently, she decided to pursue a masters in education degree from Bowling Green State University with a major in College Student Personnel. Mary completed her studies in 1974 and accepted a position with SUNY Stony Brook in the Residence Halls. During the next four years, she helped the staff at Stony Brook adopt a student development approach to residence life.

In 1978, she left to become director of student activities at Borough of Manhattan Community College, a unit of City University of New York. Teaching has always been a special love and she was hired in the Business Management Department as an adjunct lecturer. In 1983, a need was seen to offer an orientation course in the Student Life Department and Mary served on the Syllabus Committee. She presently serves on the advisory board to the course.

In 1983, Mary was asked to become the Transfer Counselor. Her current professional responsibilities encompass academic and curriculum advisement, career, and transfer counseling. She assists students in selecting four-year institutions and college majors which are appropriate to their ability, interest and prior preparation. Outreach programs have been developed and implemented designed to help undergraduates clarify goals and implement plans. Articulation counseling is provided including information regarding the mechanics of transferring courses and credits. Additionally Mary presents career and transfer conferences and develops scholarship opportunities.

During her tenure as transfer director, Mary decided to pursue doctoral studies. She enrolled in the Ed.D program at Nova University in January 1986. She hopes to be able to apply what she has learned in this program to the improvement of practice at her current institution.